



Nakornpayap **I**nternational **S**chool

INTERNATIONAL INTERIM PROGRESS REPORT JUNE 2022

240 Moo 6, San Phi Sua, Muang, Chiang Mai 50300, Thailand.

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: General School Data

- School Name Nakornpayap International School
- Address 240 Moo 6, San Phi Sua, Muang, Chiang Mai 50300, Thailand.
- Telephone (+66) 53 110 680 ext. 0
- Fax (+66) 53 110 687
- Email info@nis.ac.th
- School Director Ms. Narvinder Ahuja
- Enrollment: 436 students (May 2022)

II: Brief School Description

- Type of school
- Organization, governing structure, and financial base
- Students served
- Faculty
- Curricular program
- Major changes or conditions impacting the school improvement process since the last visit/report

Type of School

[Nakornpayap International School](#) is a privately owned Kindergarten-Grade 12 international school based in Chiang Mai, Thailand, founded in 1993. The school adheres to the American Common Core Standards but with a global perspective. All classes are taught in English, with equal emphasis on academic, personal, and social development. The school has been accredited by the Western Association of Schools and Colleges (WASC) since 2001. The student demographic is typically a mixture of Asian nationalities in the locality (Thai, Korean, Chinese, and Japanese), with families paying fees for their children to attend academic years spanning from August to June.

The organizational structure of the school is separated into 10 departments: Early Childhood Center, Elementary School, English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, Thai Language, and Electives. Each department is represented by a Department Leader (DL) who attends a monthly Leadership Team meeting with the Administration Team. High School classes are primarily college preparatory based, with Advanced Placement (AP) programs. A High School diploma, aligned with California State high school graduation requirements and the University of California and California State University Admission Requirements, is awarded to students upon completion of all NIS graduation requirements.

An Administration Team oversees the day-to-day operations of the school – a Principal, Director, Manager, and Activities Director. Each member of the administration is responsible for specific aspects of school operations and meets regularly. A representative sample of the school community (administration, teacher representative, and parent representative) also meets with a Governing Board to discuss the progress and direction of the school.

Organization, governing structure, and financial base

Administration & Ownership

Dr. Piti Yimprasert is the school owner and the NIS operational budget is derived from tuition fees. Nakornpayap International School (NIS) is governed by an 8-member school Governing Board. Governing Board members are responsible for approving the strategic direction of the school. The task of operations and strategic direction is delegated to the Administration Team who are supported by the Governing Board.

Governing Board	Administration Team	Guidance, Counseling, & Academic Coordination
Dr. Pisarn Soydhurum Board Chairman	Ms. Narvinder Ahuja Director	Ms. Carole Ketnourath College Counselor & Activities Director
Ms. Aree Phongchaichok Board Honorary Advisor	Mr. Benjamin Devere White Principal	Mr. Michael Oakley Grade 12 College Prep & High School Academic Coordinator
Ms. Narvinder Ahuja Director & Licensee Designee	Ms. Sakaewan Muangsaen School Manager	Ms. Anzie Yangmi Grade 11 College Prep & Dean of Students
Mr. Benjamin Devere White Board Member Principal	Ms. Carole Ketnourath College Counselor & Activities Director	Mr. Thom Maneechote Registrar & Exam Coordinator (PSAT, SAT, AP)
Ms. Sakaewan Muangsaen Board Member School Manager		Mr. Paul Kleinschmidt Middle School Academic Coordinator
Ms. Melody Chu Board Member Parent Representative		Ms. Jordan Weight Data Analysis & Learning Support Specialist
Mr. Nathan Zhang Board Member Parent Representative		Mr. Kevin Bradley WASC Coordinator
Mr. Kevin Bradley Board Member Teacher Representative		

Student Demographics

NIS currently has 436 students enrolled (May 2022) which represent over 21 nationalities, from ages 3 to 18 years old.

The following table shows nationality percentages for NIS student enrollment								
Year	Number of Students	Thai	Korean	Chinese	American	British	Other	Totals
2021/22	436	28%	5%	38%	9%	3%	17%	100%
2020/21	477	28%	6%	36%	7%	3%	20%	100%
2019/20	516	25%	8%	36%	10%	3%	18%	100%
2018/19	447	27%	9%	30%	5%	4%	25%	100%
2017/18	449	30%	9%	26%	11%	4%	20%	100%
2016/17	416	32%	13%	20%	10%	3%	22%	100%
2015/16	419	36%	16%	8%	14%	2%	24%	100%
2014/15	394	39%	15%	3%	11%	7%	25%	100%

The demographic data in the table above indicates a steady growth in the Chinese student population which reflects the current international demographic of Chiang Mai. These students and families have settled in Thailand, and are integrating and actively contributing to the community and diversity of our school community.

Faculty Demographics

NIS has 72 full-time faculty members (May 2022), with the majority of teachers being either American or Thai nationals.

The following table shows the percentage of nationality of NIS faculty members.									
Academic Year	Number of Faculty	American	Thai	Canadian	British	Australian	Filipino	Other	Total
2021/22	72	28%	32%	5%	10%	0%	3%	22%	100%
2020/21	64	37%	32%	5%	7%	0%	2%	17%	100%
2019/20	64	39%	31%	4%	6%	0%	4%	16%	100%
2018/19	60	38%	31%	6%	10%	2%	3%	10%	100%
2017/18	50	41%	19%	10%	17%	3%	3%	7%	100%
2016/17	64	37%	17%	15%	12%	5%	5%	9%	100%
2015/16	62	40%	21%	11%	11%	5%	3%	9%	100%

The following table shows the level of education of NIS faculty members						
Academic Year	Number of Faculty	Ph.D	Master's Degree	B.Ed	BA	Other Certification
2021/22	72	1	27	8	20	16
2020/21	64	1	27	10	43	0
2019/20	64	0	24	5	52	0
2018/19	60	1	23	14	39	2
2017/18	50	2	21	33	9	0
2016/17	64	4	15	18	20	7
2015/16	62	2	22	28	10	0
2014/15	62	1	19	35	6	1

The following table shows the turnover rate of the NIS faculty:			
Academic Year	Total Faculty	Faculty Departing	Turnover %
2021/22	72	13	18%
2020/21	64	2	3%
2019/20	64	17	26%
2018/19	60	12	20%
2017/18	50	16	32%
2016/17	64	16	25%
2015/16	62	4	6%
2014/15	62	25	40%

Academic Programs

NIS has a three-year Early Childhood Center (ECC) program which is skills-based and assessed via a standards-based report card. All courses in the Elementary School adhere to Common Core State Standards and other international curriculum standards. In addition to core subjects, students study music, art, CS&DL, and physical education. The Middle School program (grades 6-8) offers core units of study following the Common Core State Standards and other international curriculum standards. In addition to core subjects, students study music, art, CS&DL, health, and physical education. Students in Middle School also have an advisory period of study designed as a pastoral care program to assist students in Middle School life. Language electives are introduced in grades 7 and 8. The college preparatory High School runs from grades 9 to 12. Students are required to satisfy California State high school graduation requirements in order to be eligible for a High School diploma. All courses offered are in accordance with various international curriculum standards, with most study pathways culminating in Advanced Placement or Honors level courses.

School Purpose

The NIS vision and mission statements clearly define its purpose, while the ESLOs form the foundation of the educational program.

Vision

Education Through Diversity: Promote passionate, lifelong learners who strive for academic excellence through a well-balanced and relevant curriculum.

Mission

Nakornpayap International School will embrace diverse cultures and effectively collaborate with all stakeholders and the local community. NIS will respect the importance of inclusive relationships built from mutual support, while nurturing engaged, confident, and empathetic students. Our goal is to develop critical thinkers who are active, caring members of the global community.

Expected Student Learning Outcomes (ESLOs)

NIS understands the educational significance of the ESLOs and their importance in the development of the whole child. NIS and its teachers realize that rote learning of the ESLOs is not sufficient and are in the process of developing a variety of means of instilling the ESLOs into students' daily lives. Teachers are beginning to connect the ESLOs to their classroom lessons and develop instructional strategies and hands-on learning activities that encourage their application. Prior to the 2019 WASC accreditation visit, the Organization for Student Learning Panel was reviewing and aligning the school's ESLOs with the school's Global Competencies. More information regarding this task is detailed in the school's action plan.

Knowledge

- We apply acquired knowledge to explore and create solutions to problems in a changing global community.

Process of Learning

- We are creative, engaged, independent, and collaborative learners and critical thinkers.

Communication

- We are empathetic and cooperative communicators within our school and the world around us.

Self-Understanding

- We are confident, self-reflective, and respectful learners within a diverse community.

The Global Pandemic and Changes Impacting School Improvement

In June 2021, Thailand's COVID situation significantly worsened. The months of June and July saw cases approach 20,000 per day, with border restrictions being tightened as a result. A combination of both economic factors and families being stuck abroad in their home countries resulted in a 20% drop in enrollment to start the 2021/22 academic year (402 students in August 2021). In order to prioritize in-person learning and maximize enrollment for Semester 1 of the 2021/22 academic year, an administration team decision was taken to delay the start of the academic year by 3 weeks until September 01, 2021. This delayed start to the year allowed for more parents to gather the necessary funds to pay tuition or arrive back in the country due to quarantine delays. It also provided an opportunity to embark on an extended campaign of parent forums to gather input on our online learning protocols, as

it was clear that schools would still be mandated to be online come September 2021. All of these decisions were taken to increase student enrollment and guarantee teacher positions.

The school did not increase tuition fees for the 2020/21 academic year and refunded 15% of the fourth quarter [tuition](#) fees of 2019/20 to further support parents during this difficult time. The same [tuition rebate policy](#) was enacted during the 2020/21 and [2021/22](#) academic years

Despite the school's best efforts, there was still a significant drop in enrollment comes the start of the 2021/22 academic year which saw the administration have to take the difficult decision to dissolve the AAP (resulting in losing two teachers), and release the elementary music teacher. In addition, all [teacher salary increases were frozen](#) for the second year in succession in order to retain all current staff and faculty employed full-time with benefits, and in order to maintain ongoing daily operational expenses. Due to a small increase in enrollment in semester 2, all teachers will receive a 1,500 Baht a month salary increase at the beginning of the 2022/23 academic year. Teachers were notified of this matter when signing their contract extensions in January 2022.

[Parent and Student Orientation Videos](#) were created to assist new and returning students in starting the year online – the first time orientation has ever taken place online. In addition to these recorded videos, live sessions were offered to all families new to NIS so they felt supported in their new school environment, despite starting the year online. [\(Photo\)](#)

To account for the reduction in enrollment, and the online learning to start the year, the schedules for [ECC and Elementary School](#) were restructured to evenly distribute the reduced contracted workload across all teachers. An additional COVID restriction placed upon Chiang Mai was to cancel all after-school activities. This not only impacted our after-school clubs program but also our athletics program. Middle & High School followed the [online bell schedule](#), but times were adjusted for a later start to the day to account for no after-school activities. Under the Thai government's COVID mandate, the school closed from March to June 2020 and again from April to June 2021. The school continued to transfer between in-person and online learning intermittently throughout the 2021/2022 academic year due to COVID outbreaks in the country.

A schoolwide [Online Learning Plan](#) was developed and implemented during periods of government-mandated online learning. The Online Learning Plan has been revised annually and outlines the school's approach to online learning such as:

- Platforms for online learning
- Faculty and Staff Roles and Responsibilities during online learning
- Requirements for teachers
- Requirements for how parents/guardians can support their children's learning
- Requirements for students
- Requirements for child protection online learning

A further aspect of the school which was impacted due to the global pandemic has been schoolwide action plan items. Due to the online/ offline nature of the academic year, as well as the inability to meet physically in large numbers to discuss and provide input on school initiatives due to COVID protocols, many action plan items were delayed as panel members worked to find 'new normal' approaches to fulfill their assigned tasks. This involved solutions such as the implementation of Google Sites for sharing and distributing information, Google Forms for gathering feedback, and screencast recordings to share policy documents. In addition to this, all Faculty and Leadership Team Meetings were carried out via Zoom or Google Meet to respect the COVID bubbles which had been established throughout the campus as part of the [COVID-19 Policy & Health Protocols](#).

Administration

The Head of Academic Affairs (HAA) stepped into the role of Assistant Principal in the 2020/21 academic year in preparation for assuming the Principal position in the 2021/22 academic year. Three coordinator/Teachers on Special Assignment positions were temporarily created to take over the previous responsibilities of the HAA. These [responsibilities](#) included High School Transcripts & Transfer Credits (with Assistant Principal & Registrar), Student Records – Academic & Report Cards, PowerSchool Monitoring & Support, High School Course Catalog updates & Elective Fair, Academic Advisor Coordinator, New Teacher Mentoring, Maintaining monitoring Rubicon Atlas, coordinate with departments during their Curriculum Review Cycle, and, MAP Test Scheduling. Clarity regarding the [2021/22 leadership structure](#) was presented to faculty remotely prior to the start of the 2021/22 academic year.

Technology

In response to online learning which began in September 2021, [the school purchased and provided all teachers with a technology kit](#) that included a 2-meter computer camera stand, full HD (1080p) webcam, an electrical cord extension box, and a 5 meter HDMI extension cable to enable the teachers to place the camera in any location as required in the classroom. Online training was also provided to help teachers set up their equipment. Extra in-person help was provided to teachers who required it.

Parents and students were provided with [orientation videos](#) to assist new and returning students at the beginning of the school year. The [NIS Online Learning Portal](#) contained pre-recorded videos from all teachers to help with this process. Live Zoom sessions were also offered to provide additional support.

Teachers, administrators, and school committees created a network of Websites to facilitate easy access and dissemination of information: [Event Calendar](#), [The NIS WASC HUB](#), [PTSA](#), [Academic Affairs](#), [Counseling and Support](#), [Online Learning](#), [Media Production Center](#), [Professional Development](#), [Fine Arts](#), [Library Website](#) and the [Online Learning Portal](#).

Currently, the elementary school has 60 Chromebooks spread throughout elementary classrooms. There are 40 WiFi access points spread throughout the campus with plans for an additional 10 more within the next 3-6 months of this report date. After successfully using the green screen set up in the Middle School to create videos to showcase [Elementary School reading projects](#) for parents (as well as create parent information videos), the elementary school purchased a green screen kit. Included in the kit was a 2m x 2m green screen cloth, stands for the screen, and a desk mount for cameras and microphone. Elementary School teachers created two videos with the setup to support their [reading program](#).

Middle School Computer Science students are taught how to use Google Docs, Sheets, Slides, Sites, and Mail in order to prepare them for high school level courses. Middle School students also receive 3 years of digital literacy instruction covering media balance & well-being, privacy and security, digital footprint and identity, relationships & communication, cyberbullying, digital drama, & hate speech, and news & media literacy. Students also receive classes on raster and vector design as well as the creation of videos using different applications such as OBS, Clipchamp, and Adobe Premiere Rush.

In Quarter 4 of the 2021/22 academic year, most Middle School students were able to create between 27 and 32 videos each to explain their CS First coding projects. These videos were attached to their e-portfolios. Each video was between 1-2 minutes long. The Quarter project resulted in more than 3,000 videos created by Middle School students.

In order to better control digital distractions, Middle School students are not permitted to access their cell phones from 7:50 a.m. until 2:50 p.m. while at NIS without permission. This includes breaks and lunchtimes.

High School Computer Science purchased a 3D printer in March 2020. The following year, 3D classes

were taught but due to COVID, no 3D printer projects were realized. In 2022, actual 3D student projects were printed. Future plans include integrating 3D design in Middle School. AP Computer Science created a [3D Printing Guide website](#) for all stakeholders to set up and print.

Schoolwide implementation of Rubicon Atlas and the implementation of BYOD ([Bring your own device policy](#)) in 2020/21 has increased engagement with technology for instruction, student work, and testing.

Vocational and technical courses (design technology and electronics) were unable to be held in the 2021/22 academic year due to being online for the majority of the first semester. Currently, there are no plans to reinstate the course until school closures are no longer a cause for concern and enrollment increases. The science classes adjusted to an online/hybrid learning environment with the help of online resources and teaching methods. For example, [study.com](#), [ixl.com](#), [Teacher Pay Teachers](#) resources, [PhET simulations](#), and [AP Central](#) helped students better understand taught material.

New lab equipment to support the sciences was purchased and used during in-person learning, including new periodic tables installed in labs and classrooms, new bunsen burners, a volumetric pipette set, micropipettes, hemocytometer, and proteins for chromatography.

Parent/ Teacher/ Student Association (PTSA)

Throughout the challenges of 2021/22, a supportive PTSA worked with the school administration on a number of initiatives. These are all detailed in the [2021/22 Annual PTSA Report](#).

Early Childhood Center (ECC)

The NIS ECC has worked to establish collaborative planning time in their daily schedule. In the past, each class in ECC had a variety of different planning times that ranged from 20 minutes in length to 45 minutes in length. This has enabled teachers to plan collaboratively by grade level teams and as a department. We have been able to use this for department meetings as well as to plan learning activities at a grade level. ECC has also established the beginnings of a teaching library that we can use for developing lessons and as read-aloud books for students. This is done in order to teach thematically by content and to let students hear fluent readers that are their teachers. ECC is in the process of purchasing Fountas and Pinell leveled readers for use in teaching small groups. This is so that students have books in hand while being taught specific reading strategies for beginning readers. ECC has also implemented a literacy and mathematics assessment for students using the Educational Software for Guiding Instruction (ESGI) platform.

Academic Access Program (AAP)

In the summer of 2021, the AAP was discontinued due to a lack of enrollment. The program had received a steady decline in recent months due to parents concerned with the 'stigma' of being enrolled in a support program. Other schools had already adopted an 'integrated support model' where one homeroom of a particular grade level was 'at grade level', and the other was a 'support section'. This model saw those students in the support class feeling more integrated into the grade level, attending all 'specials' classes with their grade level cohort, and having their actual grade level indicated on their report cards (as opposed to 'AAP') – the latter had been causing visa issues for some of our non-Thai students. As a result, students enrolled in the NIS AAP were electing to move to other schools which offered this integrated support model.

NIS is in the process of discussing an [integrated support](#) model in order to grow our elementary and increase our enrollment. This decision is designed to address the issue highlighted above, as well as focus on the higher-level learners and create a vigorous program for higher-level learners, at the same time giving support to lower-level learners.

Japanese English Support Program

This English support program was designed and created in order to aid a group of newly enrolled Japanese students with below-average level English ability who were seeking to join mainstream classes at NIS. During the course of the 2021/22 academic year, students intensely practiced basic English skills including phonics, reading, writing, speaking, and listening. They also acquired knowledge of mathematical equations and vocabulary at their grade level. They joined specialist classes such as P.E, Music, and Thai with the G3 mainstream students, which helped them develop their social skills and integrate into the NIS community. For the 2022/23 academic year, all three students who joined this Support program improved their MAP scores enough to move to mainstream classes next school year.

Elementary School

Elementary School science, Grades 1-5, adopted the Next Generation Science Standards (NGSS) and implemented the Inspire Science curriculum by McGraw Hill in 2019/20 and 2020/21. This comprehensive curriculum is aligned with NGSS and comes with grade-level kits to support hands-on experiments and laboratory experiences. In English Language Arts, the department purchased a new reading curriculum, Making Meaning by Collaborative Classroom which is a Common Core State Standards-aligned reading curriculum for whole group instruction. Prior to this, Elementary did not have a core curriculum in reading but in all other areas of ELA. This development, therefore, greatly improves vertical and horizontal alignment and will be ready to be implemented in the 2022 - 23 academic year. In addition to Making Meaning, all teachers in elementary school have been trained in Guided Reading. Guided Reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. In the area of assessment, the Elementary Department has finalized its standards-based report cards. Part of this process included creating proficiency scales in reading and language as well as common summative rubrics in writing, listening, and speaking for each grade level. Responding to parent requests, the Elementary After School Academy was piloted in May 2022 offering students classes in English writing, public speaking, arts and crafts, music, and coding.

- [Reading Proficiency Scales](#)
- [Language Proficiency Scales](#)
- [Sample Grade 1 Writing Rubrics](#)
- [Sample Grade 1 Listening & Speaking Rubric](#)

Middle School

In the 2021/22 academic year, the accelerated math program completed all of the middle school math curriculum during grades 6 and 7 and began teaching the high school math curriculum to these students in grade 8. A third stream was added to the grade 8 mathematics class to support extra support to those who needed it. In order to improve cross-curricular alignment, IXL, an online supplementary curriculum, was purchased for all students from K3-12 for Mathematics and English Language Arts. Data is still being collected, but early indications are showing that IXL is being used regularly in Middle School and High School. The school will continue to monitor data and has plans to move towards comparing IXL data with MAP data in future academic years.

A Saturday Writing Academy for students that needed assistance in developing their writing skills was trialed during the third quarter of the 2021/ 2022 Academic year. Although this program was a success, the ability to run it consistently every weekend was impacted by grade level-specific Covid-19 closures. As such, it was decided to wait until the 2022/ 2023 Academic before offering this and similar academies again. This is an outline of the [Saturday Writing Workshop](#) that was trialed during this period.

The health curriculum continues to grow. Advisory (Grade 6) and Life Skills (Grade 8) classes were added to complement Personal Social Health Education (Grade 7) that was added in 2019/20. The middle school health program will continue to expand in 2021/22 with health content taught at every middle

school grade level. Finally, the middle school program has expanded its standards-based reporting to encompass all Middle School subjects.

Literacy support was the foundation of the third section of Grade 6 and Grade 7 in 2021/22. The third section of grade 6 received scaffolded ELL support in ELA, science, and social studies with a focus on developing reading and writing skills. The grade 7 third section received ELL support in ELA instruction with a specific focus on developing reading and writing skills. The Semester 2 Saturday workshops provided additional ELL support to prepare students for more advanced middle and high school instruction.

High School

In High School, an additional AP course was added for the 2020/21 academic year: AP Comparative Government & Politics. In addition, World History updated its curriculum to implement more comprehensive standards. The science curriculum was revised in biology and chemistry. As a result, lab time has significantly increased. The ELA Department initiated a Year-Long Development Goal and an ELA curriculum update was initiated. In Math, Algebra II now has two streams. An IXL subscription was also purchased for all middle and high school mathematics students. Middle and high school students participated in the Online International Math Competition by Rangsit University and high school students participated in the Waterloo International Mathematics Competition. A peer tutoring program was initiated for high school students to 8th-grade students for service hours credit. The ROTC program for middle and high is now under the responsibility of the Thai Department. This includes all activities and reporting to the Thai government. The Science department is initiating more STEM activities. (e.g. STEAM fair) and Inspire Science implementation. The High School AP Computer Science class also created a [website](#) to teach Middle School students how to use a 3D printer. Due to the number of restrictions stipulated by the Thailand Ministry of Health, the middle and high schools performed separate concert events in 2020/21. These age-appropriate concerts provided more opportunities for students to have greater ownership and participate in ancillary roles such as a master of ceremonies and student lead performances. The High School Elective Fair was initially presented online in the 2021-22 academic year. Teachers created videos and a [website](#) for students to become familiar with courses prior to the in-person electives fair where parents were also invited.

New Middle & High School Schedule (2021/22 Academic Year)

In 2021, a pathway for Math and Science courses were revised with the rationale of providing capable students the opportunity to take AP mathematics and science courses earlier than their 11th and 12th-grade year ([Meeting Notes](#)). Further to this rationale for offering AP courses earlier in high school was the need to have a dedicated college prep block for high school students, as well as a dedicated middle school block for advisory. A [new middle & high school schedule](#) was finalized in April 2021 which addresses all of the needs. [The schedule was presented to faculty via ScreenCastify](#) in April 2021, the [new high school course catalog](#) was presented to high school students in April 2021, and the new schedule format will be presented to all middle and high school students in the 2021 Student Orientation in August 2021.

Counseling & Student Support Services

At the close of the 2020/21 academic year, the long-serving NIS counseling team relocated to Japan. A new socio-emotional counselor was hired from the US and arrived in Chiang Mai in July 2021. However, due to personal circumstances, they resigned prior to the beginning of the academic year. Throughout the 2021/22 academic year, the school continued to advertise and recruit for this position full-time. However, a suitable candidate could not be found. To account for this, the Student Support Team (SST) has been working at full capacity to address the academic and socio-emotional needs of our students throughout 2021/22. An outside counselor was eventually hired and committed to one day a week at NIS during the 2021/22 academic year. The SST continued to meet on a weekly basis and assigned the 'outsourced' counselor to students most in need of socio-emotional services.

A full-time social and emotional counselor has been hired for the 2021/22 academic year. They have already begun to visit the school as part of the handover process with the previous counselor, as well as communicate with the SST.

III: School Accomplishments or Major Recommendations Progress

Instructions for schools that used the Focus on Learning protocol:

- Comment on the accomplishment of each schoolwide action plan section.
- Indicate how the school through its action plan has accomplished each of the critical areas for follow-up that were stated in the Visiting Committee Report.
- Cite evidence, including how progress in each area has impacted the accomplishment of one or more expected schoolwide learning results.
- Particularly discuss progress since the last interim report. Include an explanation where no progress has been made.

Terminology Used

Term	Definition
IN PROCESS ▾	The task has been initiated and progress is being made.
ONGOING ▾	This is an ongoing and continuous task with no defined end date.
COMPLETED ▾	The task has been achieved.

Schoolwide Action Plan: August 2019 - June 2022

Comment on the accomplishment of each schoolwide action plan section.

Goal 1: Safe School Environment			
To ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide			
Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
1.1 Develop and implement a Child Protection Handbook which includes guidelines and policies, as well as employment practices to safeguard the physical and emotional well-being of all students. This includes the development and adoption of	The Well-Being Team	June 2020	Progress Reports Counseling Department Meeting Minutes Child Protection Handbook

requirements regarding child abuse within Thailand		<i>*update - May 2022</i>	Revised Child Protection Handbook The OBEC Student Protection Center (OBEC SPC) Thailand (Thai) OBEC SPC: website Handbook (Draft on 2020) Procedural Guidelines on Child Abuse
1.7 Translate child protection policy into the significant languages represented by our school demographics	The Well-Being Team Translation Team	June 2020 <i>*update - May 2023</i>	Child Protection Handbook Revised Child Protection Handbook
1.8 Designate separate washrooms for staff and students	Administration (Manager)	January 2020 <i>*update - January 2023</i>	Admin Team Meeting Minutes Announcement: C Building Separate Student and Teacher Bathrooms on January 14, 2022.
1.9 Design, implement, and align a new health curriculum that includes content on child protection, safety, well-being, and bullying awareness	The Well-Being Team PE Department	August 2020 <i>*update - May 2023</i>	PE Department Meeting Minutes Counseling Department Meeting Minutes Curriculum Maps Unit Plans

Note on Responsible Person(s) Involved

Due to the discontinuation of the Head of Academic Affairs position (HAA) in the 2020/21 academic year, duties previously assigned have been redistributed to Coordinators/ Teachers on Special Assignment (TSAs).

Findings

1.1 Develop and implement a Child Protection Handbook which includes guidelines and policies, as well as employment practices to safeguard the physical and emotional well-being of all students. This includes the development and adoption of an appropriate definition of child abuse to ensure child welfare

The School Counseling Department in congruence with the administration created a Child Protection Policy decision tree for making referrals and a Child Protection Concerns Logging Form. Hard copies of these can be found in each building of the school to facilitate access. The link to the policy is [here](#). The Child Protection Handbook was [updated](#) in May 2022. Under the FAQ section of the Student Support [Website](#), a list of common incidents, which teachers might encounter along with steps to follow to support our students, are provided, and a link to [NIS's Intervention Policy](#). **COMPLETED**

1.2 Provide ongoing professional development and training in Child Protection for all faculty, including the PTSA

A child protection training, in conjunction with The HUG Project was given to all teachers and staff during orientation of the 2020-21 academic school year. The link to the PowerPoint used for the training is [here](#). Pictures from the training can be found [here](#).

A Fire Drill was conducted in December 2020 with the Chiang Mai disaster preparedness group. Photos can be found [here](#).

May 2022 all Thai Staff and Foreign Staff have completed the Child Safeguarding Training (ChildSafeguarding.com) valid for 2 years. Training will be offered again in the 2024 academic year. PTSA did not take this training due to the COVID-19 policy of no in-person interaction with parents or the PTSA. Training will be made available to all the new teachers & staff during August orientation week. PTSA training will also be made available at this time. **COMPLETED**

1.3 Provide ongoing Child Protection policy training in Thai to Thai staff

In 2020-21, the HUG Project, a Thai NGO, provided training to the Thai staff and English training.

In addition, the school purchased an online training platform, in Thai and English from Childsafeguarding.com. In May 2022 all Thai Staff and Foreign Staff have completed the Child Safeguarding Training which is valid for 2 years. Training will be offered again in the 2024 academic year.

COMPLETED

1.4 Implement an annual review cycle of the child protection policies and practices

In 2021 the Wellbeing Team ([Page 3 on the School Protection & Safe Guarding Policies](#)) met quarterly to address any revisions needed to the child protection policy. Meeting minutes can be found [here](#).

The [Child Protection Handbook](#) was updated in May 2022. The [NIS Covid -19 and Health](#) Protocols were updated in February 2022 and again in [April 2022](#). A [Smoke-Season-Policy](#) was updated in 2022.

A social and emotional counselor has already begun to visit the school and will be integrated full-time in August 2022. **ONGOING**

1.5 Establish and implement procedures for reporting suspected or disclosed maltreatment or abuse, and create formal policies for appropriate action to be taken

The procedures regarding what do to in case of suspected child abuse can be found in the [Child Protection Handbook](#). This includes procedures if the suspect is a staff member, an outside member of the community, or another student. In order to respect the privacy and confidentiality of all involved, only physical reports are to be made that are then given to the appropriate Well-Being team member.

A link to the Concerns Logging Form can be found [here](#). **COMPLETED** ▾

1.6 Review cultural expectations and ensure compliance with legal and ethical expectations & requirements regarding child abuse within Thailand

The School Director is a member of ISAT, International School Association Thailand, and attends regular meetings where child protection from a Thai Law standpoint is often discussed. She acts as the bridge between our school and the legal system, if needed, and also has access to a lawyer that the school has available.

The Manager recently received the Thai version of the OBEC handbook and will receive an English version before the 2022-23 Academic School Year. **ONGOING** ▾

1.7 Translate child protection policy into the significant languages represented by our school demographics

To better serve our stakeholders, the Panel had delegated this translation for the Child Protection Policy to specific members of the team such as the Japanese teacher to translate the policy into Japanese and a Thai teacher to assist with the Thai translation. The goal is to have it completed by the end of the 2020/21 school year. The Assistant Principal was contacted for the Chinese and Korean translation as he is the point of contact for the school's materials translation. Additionally, the Principal was notified and involved in this process and aims to have an update on the 4 languages (Thai, Chinese, Japanese, and Korean) before June 2021. The recent (April/ May 2021) school closure for in-person learning has significantly delayed this task due to the energy and time of the translation team being occupied by an increased need for schoolwide communication. Moreover, the Well-Being Team, with the Principal for 2021/22 would like to review the policy prior to moving forward with this task. The school recognizes this as an area of growth and will be reviewed again in the 2021/22 academic year.

Until the proper translation is created, the Child Protection Handbook was added to a translation [website](#) in order for the reader to be able to translate the information into a language of their choosing. Instructions at the top of the page tell the reader to right-click and select "Translate To" and then select their language. This works on Microsoft Edge as well as Google Chrome. **IN PROCESS** ▾

1.8 Designate separate washrooms for staff and students

In May 2020 The Wellbeing Team and the administration worked incongruence to plan logistics for bathrooms to be implemented in 2021-22. The plan can be found [here](#). The school has built a new restroom to accommodate the use of sports fields on the other side of the parking lot and visitors who need to use the restroom. Safety protocols for the use of this restroom, and a schedule can be found [here](#). In January 2022, separate student and staff washroom facilities were [designated](#) in the MS/HS building. **IN PROCESS** ▾

1.9 Design, implement and align a new health curriculum that includes content on child protection, safety, well-being, and bullying awareness

Starting in the 2020/2021 school year, a new health class titled PSHE (Personal, Social, Health, Economics) is being given weekly to grades six through eight in the Middle School. The curriculum for this course has been co-designed by athletics, counseling, discipline, and academics to provide a wide range of topics that address physical and emotional health. Curriculum plans for this course can be found [here](#).

IN PROCESS

Goal 2: ESLOs			
Review Expected Schoolwide Learning Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching and assessment			
Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
2.1 Review and align the ESLOs	Principal Department Leaders	June 2020 <i>*update - August 2022</i>	Lesson Plans Unit Plans Curriculum Maps
2.2 Develop and implement an ongoing process for periodic review and refinement of the NIS ESLOs, Vision and Mission Statements	Principal Admin Team	January 2020 and as needed thereafter <i>*update - June 2023</i>	Admin Team and Leadership Team Minutes Focus Group and Schoolwide Committee Minutes
2.3 Establish expectations on how teachers incorporate ESLOs inside and outside the classroom	Admin Team Department Leaders All Teachers	June 2020 <i>*update - January 2023</i>	ESLO Posters ESLO Day Teacher Evaluations
2.4 Provide schoolwide professional development on how to effectively integrate ESLOs into instruction and assessment practices.	Admin Team Department Leaders All Teachers	June 2020 <i>*update - June 2023</i>	Lesson Plans Unit Plans Curriculum Maps
2.5 Establish protocols for teachers to assess student achievement of ESLOs. This will include the following, but	Principal Department Leaders	January 2020 <i>*update - June 2023</i>	Lesson Plans Unit Plans

<p>not limited to the following initiatives:</p> <ul style="list-style-type: none"> - Student goal setting aligned to ESLOs. - ESLOs are linked to daily instruction via the essential questions of a unit plan. - ESLOs are explicitly linked to each assessment in unit plan writing. 	<p>All Teachers</p>		<p>Curriculum Maps</p>
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Note on Responsible Person(s) Involved

Due to the discontinuation of the Head of Academic Affairs position (HAA) in the 2020/21 academic year, duties previously assigned have been redistributed to Coordinators/ Teachers on Special Assignment (TSAs) and the Assistant Principal (interim position for the 2020/21 academic year).

Findings

2.1 Review and align the ESLOs

Throughout the 2020/21 academic year, the panel reviewed the ESLOs and incorporated global competencies. In January 2020, global competencies were outlined by the school via internet research and connecting with other schools. [The following document](#) was created with reference to this information and this 'first draft' of NIS global competencies was incorporated into unit plan writing in Rubicon Atlas from February 2020. In April and May 2020, [global competencies identified in the new 2020 ACS WASC manual](#) were incorporated into a [final version of NIS global competencies](#). During semester 2 of the 2020/21 academic year, ESLO prompts were broken down into essential elements, linked to the final version of NIS global competencies, and then connected to the classroom. These combined prompts can be seen [here](#). The initial plan was to present this progress to the faculty during staff development week at the beginning of the 2021/22 academic year in the form of a workshop. However, this was canceled due to the COVID wave in the summer of 2021 and starting the academic year online.

In the 2021/22 academic year, the panel has focussed its efforts on the continual refinement of the ELSOs. This has included the incorporation of global competencies and adding essential elements, student connections, classroom connections, and observable elements. The latter quarters of the 2021/22 academic year was a targeted effort to provide objective, explicit, and tangible ways for teachers to assess the ESLOs on a quarterly basis (see task 2.4 and 2.5). Due to the uncertainty of the academic year with online and in-person instruction, the revised target date for presenting the newly drafted ESLOs is August 2022. **IN PROCESS -**

2.2 Develop and implement an ongoing process for periodic review and refinement of the NIS ESLOs, Vision and Mission Statement

As the 2021/22 academic year has focussed more on refinement and assessment practices of the ESLOs, this task has not been prioritized. Upon the refined ESLOs being presented to the faculty in August 2022, the process of developing an ongoing process for periodic review will be established. The refined date is therefore June 2023. **IN PROCESS -**

2.3 Establish expectations on how teachers incorporate ESLOs inside and outside the classroom

Now that 'Classroom Connections' have been established for each 'Essential Element' of each ESLO as part of 2.1, the panel will review ways to present how teachers can incorporate ESLOs inside and outside

of the classroom throughout the campus via posters, student events, and a workshop at the beginning of the 2022/23 academic year. The revised target date is therefore January 2023. **IN PROCESS** -

2.4 Provide schoolwide professional development on how to effectively integrate ESLOs into instruction and assessment practices

In the latter half of the 2021/22 academic year, the panel has worked with the [faculty](#) to [survey](#) practical and objective ways to assess and report on the ESLOs as part of our quarterly report cards. It was decided that ESLOs assessment would be incorporated into existing 'behavior' standards at each school level - Homeroom Standards for ECC; Work Habits & Learning Behaviors for Elementary School; and Learning Behaviors for Middle School. This alignment is already complete for ECC and Elementary and will be revisited for Middle School in August 2022. As High School does not have any form of 'behavior' standards on the report card, a review of the report card will also be necessary for Semester 1 of the 2022/23 academic year.

During staff development week in August 2022, ECC and Elementary school will review the draft of the incorporated ESLOs and 'behavior' standards, Middle School teachers will begin the task, and High School teachers will discuss ways to incorporate ESLOs and 'behavior' standards on the report card. Once the assessment practices for ESLOs are finalized, this information will be presented to the faculty in a subsequent workshop and periodically through the academic year. The revised target date is therefore June 2023. **IN PROCESS** -

2.5 Establish protocols for teachers to assess student achievement of ESLOs. This will include the following, but not limited to the following initiatives:

- **Student goal setting aligned to ESLOs.**
- **ESLOs are linked to daily instruction via the essential questions of a unit plan.**
- **ESLOs are explicitly linked to each assessment in unit plan writing.**

As discussed in 2.4, this information will initially be presented to the faculty during staff development week at the beginning of the 2022/23 academic year. Periodic training and teacher input will be offered throughout the 2022/23 academic year with regard to the next steps of linking student goals with ESLOs. The revised target date is therefore June 2023. **IN PROCESS** -

Goal 3: Technology

Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens

Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
3.1 Integrate technology into the curriculum in accordance with the school's Educational Technology Plan and incorporate a regular review process to monitor the implementation	Technology and Infrastructure Panel Department Leaders	August 2023 with annual reviews	Technology and Infrastructure Panel Meeting Minutes Rubicon
3.2 Evaluate the effectiveness of the CS&DL instructional model and align the Elementary CS&DL curriculum with Middle & High School	Admin Team Technology and Infrastructure Panel	August 2022	Admin Team Minutes Leadership team Minutes Rubicon Curriculum and Instruction SWAP Panel
3.3 Purchase digital learning resources to support student research and reinforce curriculum standards	School librarians Department Leaders Principal	January 2020 on ongoing	Department Meeting Minutes Tech panel Meeting Minutes Departmental Budgets
3.4 Implement the use of digital resources in the Thai Language & Culture curriculum	Director Thai Department	August 2020 ongoing	Thai Department Meeting Minutes Technology and Infrastructure Panel Meeting Minutes
3.5 Provide ongoing MAP training for teachers	TSA Department Leaders	August 2019 and as needed thereafter	Staff Development Week Training Videos
3.6 Establish protocols to assess student competency as digital citizens	Technology and Infrastructure Panel	January 2022	Lesson Plans Rubicon

Note on Responsible Person(s) Involved

Due to the discontinuation of the Head of Academic Affairs position (HAA) in the 2020/21 academic year, duties previously assigned have been redistributed to Coordinators/ Teachers on Special Assignment (TSAs).

Findings

3.1 Integrate technology into the curriculum in accordance with the school's [Educational Technology Plan](#) and incorporate a regular review process to monitor implementation

The Technology and Infrastructure Panel initiated the development of [AUP](#) and [Bring Your Own Laptop](#) protocols which address the integration of technology into the curriculum. As of March 2022, the policies have been submitted to and are still awaiting approval from the admin. Amendments to the BYOL document will continue as an action item. The above protocols are in part an update and revision to the [Educational Technology Plan Document](#). The educational technology document is the official document being used. This task is still in progress with full implementation with annual reviews to be in place by August 2023.

The Educational Technology Plan contains a BYOL letter to parents that undergoes an annual review and revision before sending it to parents of upcoming grade 6 students, as well as new middle and high school families.

In May 2022, the ECC department, in collaboration with the Technology and Infrastructure Panel, submitted an [iPad proposal](#) for consideration for the 2022/23 academic year. **ONGOING**

3.2 Evaluate the effectiveness of the CS&DL instructional model and align the Elementary CS&DL curriculum with Middle & High School

It was recognized that, due to previously being offered as an elective class in grade 9, students were potentially missing key computer science content in high school. As Fine Arts and Health teachers were reporting the same issue, the grade 9 curriculum was amended in the 2019/20 academic year to include a new Computer Science & Digital Literacy course, as well as Arts, Music, and Health & Fitness. Whilst this resulted in reduced contact time than if it were a full elective, this schedule amendment ensured that all high school students received content in each of these subject areas. Students can then choose to specialize in the subject area of their choice from grade 10 onward. The elementary computer science curriculum is currently being reviewed by the Technology Panel. The plan is to create an aligned curriculum and resource base for elementary teachers to access at each grade level of their instruction. An [Elementary Technology School Survey](#) was initiated in November 2020 to determine what online resources elementary teachers are using and what online skills are students learning.

An additional Teacher [Technology Feedback](#) Survey was initiated in April 2022 in order to understand teachers' experiences and feelings about various online programs that they use on a daily basis and collect feedback about technology usage in the classroom. The results from this survey can be found [here](#).

In order to begin curriculum alignment between the elementary and [middle schools](#), the technology panel decided to investigate the 5th-grade CS&DL instructional models. The Technology and Infrastructure Panel began collecting [data](#) in 2021 about the 5th-grade CS&DL curriculum, however, no progress has been made during this academic year due to intermittent school closures. The panel recognizes this as an area of growth and will continue collecting data in the 2022/23 academic year. **ONGOING**

3.3 Purchase digital learning resources to support student research and reinforce curriculum standards

Librarians, DLs, and administration were contacted regarding the status of digital learning resources on 22 March 2021. The [responses](#) indicated that the school uses a variety of paid and unpaid digital resources and platforms. A list of 2021-22 digital resources/subscriptions can be found [here](#) and in section 2 of the [Educational Technology Plan Document](#). A current list of ICT physical resources can also be found in section 2 of the Educational Technology Plan Document. **COMPLETED**

3.4 Implement the use of digital resources in the Thai Language & Culture curriculum

The Thai department was surveyed and the following [data](#) was collected. Currently, a majority of the Thai department uses Google Classroom as part of their instructional resources. The Thai department also makes use of various websites and applications including YouTube, Kahoot!, and Thai keyboard applications (see below)

- Three of the five surveyed also use google classroom
- Two of the five use video or YouTube in class
- One of the five uses a quiz app such as Kahoot
- One of the five uses websites such as Thai keyboard or dictionary

COMPLETED

3.5 Provide ongoing MAP training for teachers

School Coordinators are responsible for providing MAP training to new teachers. New teachers hired for the 2020-2021 academic year were trained in August 2020. They learned how to log in and access a variety of growth reports. All teachers were familiar with MAP testing so there wasn't a need for in-depth training on "what MAP is". In addition, MAP training videos were made in Semester 1 of the 2020-2021 academic year, and are available for all teachers to access on the [Academic Affairs Website](#). These training videos are self-initiated, with the purpose of being refreshers for veteran staff and introducing MAP testing and accessing data for new staff. There was no compulsory all-staff training for the 2021-2022 academic year, as all have had basic MAP training already. More in-depth training was provided during mentor meetings in semester 2 of the 2021-2022 academic year, and training for new hires is planned for the beginning of the 2022-2023 school year.

There are NWEA MAP training videos available [here](#). **ONGOING**

3.6 Establish protocols to assess student competency as digital citizens

The Technology Panel developed an [AUP](#) and [Bring Your Own Laptop \(BYOL\)](#) protocols that address the integration of technology into the curriculum. This document specifically addresses issues of being a Good Digital Citizen in accordance with the NIS AUP including the following but is not limited to Digital Rights and Responsibilities, Privacy & Security, Digital Etiquette, and Communication. These protocols are to supplement the [Educational Technology Plan Document](#). Parents were notified of the school policy on BYOL using the School Info [parent letter](#) on 7 June 2022. The [Educational Technology Plan Documents](#) contain the BYOL document in the appendices. **IN PROCESS**

Goal 4: Curriculum

Establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning

Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
4.1 Formalize the documentation of the curriculum through the utilization of Rubicon Atlas - what is planned, what is taught, what is assessed, what is reported - and establish vertical alignment	School Coordinators Department Leaders	June 2021 (completed) <i>*update - June 2023</i>	Rubicon Atlas Mapping Data Unit Plans Curriculum Maps
4.2 Provide Rubicon Atlas training for new teachers to further develop curriculum and instructional methods	School Coordinators Department Leaders Curriculum Mapping Team	August 2019 (completed) Require additional training for new staff <i>*update - August 2022</i>	Staff Development Week Lesson Plans Unit Plans Curriculum Maps
4.3 Improve collaboration with regards to the curriculum review cycle process	Admin team Department Leaders	January 2020 (completed) Every year as needed.	Rubicon Atlas Mapping Data Lesson Plans Unit Plans Curriculum Maps
4.4 Use student achievement data sources (MAP, AP, SAT, Reading A-Z etc.) to inform instruction and schoolwide programs	School Coordinators Department Leaders	August 2021 (ongoing)	Student Achievement Data Rubicon Atlas Mapping Data

4.5 Formalize collaboration by allowing time for teacher collaboration, and 'protecting' that time	Administration Department Leaders	August 2022	NIS Events and Meeting Calendar Department Meeting Minutes
4.6 Monitor the effectiveness of ESL support and explore additional models to expand support in middle and high school	School Coordinators Learning Support Specialist	May 2020 and as needed thereafter pending	Student Achievement Data

Findings

4.1 Formalize the documentation of the curriculum through the utilization of Rubicon Atlas - what is planned, what is taught, what is assessed, what is reported - and establish vertical alignment

It has been determined that the current UBD Template on Rubicon is too complex and contains too much repetition. As such a UBD Review Team was assembled that represented a cross-section of All Departments at NIS. Three participants were approved to attend a UBD Professional Development ([UBD Team Funding Proposal](#)). The review team was scheduled to participate in UBD training during June/July 2021 ([PD Syllabus](#)). By the Fall of 2021, the review team had completed UBD training via ASCD. Certificates of Completion were issued to [Michael Oakley](#), [Paul Kleinschmidt](#), and [Katia Olivo](#).

IN PROCESS ▾

4.2 Provide Rubicon Atlas training for new teachers to further develop curriculum and instructional methods

Rubicon Atlas was first purchased in the Fall of 2018 and introduced to the NIS staff in the Spring of 2019. ([Timely Matters October 29th, 2018](#)) In August 2019, during the Staff Development Week, all teachers attended a Rubicon Atlas training session. ([Staff Development Week 2019 Schedule](#)). Rubicon Atlas was operational for NIS teachers initially with a “hybrid” approach for teachers to acclimate themselves to the software for the remainder of the school year. The “hybrid” approach meant that teachers would continue to use the old system for curriculum mapping (UBDs uploaded to a shared Google folder) except for a one-course curriculum which would be mapped using the Rubicon Atlas software. ([Leadership Meetings, October 30th, 2019](#)). Four days were dedicated to department-level Rubicon Atlas training. ([Timely Matters November 4th, 2019](#)), and a NIS Rubicon Atlas [website](#) was created with training videos. It has since been replaced by a [website](#) developed in 2019. In 2020, NIS created a mentor program for new teachers which includes Rubicon Atlas training during the first week of the academic year ([High School New Teacher Orientation Packet](#)). An Academic Coordinator position was created ([Admin and Leadership Team Responsibilities](#)). The newly created position of Academic Coordinator/Rubicon Atlas Coordinator is responsible for the creation of Rubicon Atlas training videos which are to be posted on the current NIS Rubicon Atlas website ([Coordinator and Teacher on Special Assignment Goals](#)). In the 2020/2021 academic year, NIS moved to full implementation of Rubicon Atlas for all teachers' curriculum mapping. In February 2021 NIS assembled a team of teachers to undergo UBD and curriculum professional development. The UBD unit plan format is used within NIS's Rubicon Atlas for curriculum mapping. ([UBD Team Funding Proposal](#)). Due to Covid-19, frequent school closure, and online teaching, the teacher training planned for August of 2021, was postponed until the 2022/23 academic year. **ONGOING** ▾

4.3 Improve collaboration with regards to the curriculum review cycle process

Curriculum Review Subcommittee created a new [5-year Curriculum Review Cycle](#) which was approved by the Administration in **September 2020**. The Curriculum Review Subcommittee formalized the Curriculum Review Process by creating [Form 1](#), [Form 2](#), and [Form 3](#) for departments to evaluate, review, gather information, and eventually purchase a new curriculum. The Curriculum Review Subcommittee began the initial English Language Arts (ELA) Curriculum Review Process by instructing Department Leaders to complete [ELA Form 1](#), [ELA Form 2](#), and [ELA Form 3](#) by March 2021. As of March 2022, ELA has nearly completed its curriculum cycle. Department leaders have completed [ELA Form 4](#) which documents the purchasing and arrival of materials. These materials were purchased based on the information provided by the previous forms. Some of these [materials](#) arrived at an elementary school in March 2022 and are already in the process of being cataloged by the school librarians. In March 2022, the Social Science department underwent its curriculum review in the same manner as ELA in the previous academic year. Social Science has completed [Form 1](#) and [Form 2](#) and is in the process of completing [Form 3](#). **COMPLETED**

4.4 Use student achievement data sources (MAP, AP, SAT, Reading A-Z, etc.) to inform instruction and schoolwide programs

- **Reading A-Z Reading Assessment** was implemented Elementary-wide in 2014. Electronic data collection and archiving began in 2016. It is currently used as a formative assessment to determine student reading levels. Grade level standards are based upon US norms determined by [Reading A-Z Reading Levels](#). Teachers assess their students 5 times a year; at the beginning of the year and at the end of each quarter. Student's growth is closely monitored and recorded in a spreadsheet and charts the progress of each student throughout each grade level [Reading A-Z Levels \(Running Records\) 2016 -present](#).
 - This data allows teachers to create similar level Guided Reading groups, identify which students are below grade level and need reading intervention, and which students are above grade level and need reading enrichment. Reading A-Z levels indicate students reading proficiency, and report students' levels on their report cards. Students are given a 1-4 score based on their reading level at the end of each quarter. See the proficiency scale chart which was developed in 2019 when elementary moved to standards-based reporting: [Reading Level Proficiency Scales](#)
 - In the 2020-2021 academic school year all elementary teachers took a formal [Guided Reading Course](#) through Smekens Education. This was a 5-hour self-paced virtual workshop aimed to improve all teachers' skills in the Guided Reading instructional framework. Due to slower observed growth compared to higher readers in elementary, the elementary department further developed student skills by using leveled readers (Reading A-Z books) within small group instruction.
- NIS uses **NWEA™ (Northwest Evaluation Association) MAP testing** to measure student growth and achievement from kindergarten to grade 11. MAP testing is administered three times throughout the academic year at the ECC, and Elementary levels (Fall, Winter, & Spring). However, students missed some tests in the 2020-21 and 2021-2022 academic years during Covid. Middle & High School students sit MAP testing twice a year (Fall & Spring).
 - In ECC, MAP scores are used for student placement for grade 1. Testing also serves as practice for preparing students for our elementary program. Data also serves as a benchmark for ECC student admissions.
 - In Elementary, MAP test scores are used to place students in appropriate streams for Math and ELA in grades 3-5. They are also used to inform teacher instruction and student groupings within each class. Students' progress is monitored and charted closely by the Learning Support Specialist. Students that are underperforming in Reading & Language are eligible for Learning Support (intervention). [NIS Elementary ELA Data Spreadsheet](#). NIS Elementary follows the Response to Intervention model. Students who fail to make adequate progress in tier 2 or tier 3 intervention support are then referred to the Student Support Team for the next steps.

- currently working on revamping the math and science curriculum which will allow for the SAT math content to be taught as early as grade 7.

Our students utilize their SAT scores for college admissions and scholarship opportunities ([2020 SAT, 2021 SAT](#)) **ONGOING** ▾

4.5 Formalize collaboration by allowing time for teacher collaboration, and ‘protecting’ that time

Scheduled monthly [department meetings](#) are built into the NIS Events and Meetings Calendar. Teachers in ECC have a schedule that allows for collaborative planning time. The elementary schedules are designed so that homeroom teachers have shared planning time within their respective grade levels. Teachers have two full periods per day to plan and collaborate. Additionally, elementary teachers meet multiple times per month as a department to discuss policy, and procedures, and to handle pertinent issues. During the beginning of the 2021-22 academic year, the middle and high school teachers were able to have early morning meetings during online learning due to a later student starting time. However, once in-person learning and the regular bell schedule began, there has not been much time for collaboration. **IN PROCESS** ▾

4.6 Monitor the effectiveness of ESL support and explore additional models to expand support in middle and high school

- In the summer of 2021, the AAP was discontinued due to a lack of enrollment. The program had received a steady decline in recent months due to parents concerned with the ‘stigma’ of being enrolled in a support program. Other schools had adopted an ‘integrated support model’ where one homeroom of a particular grade level was ‘at grade level’, and the other was a ‘support section’. This model saw those students in the support class feeling more integrated into the grade level, attending all specials classes with their grade level cohort, and having their actual grade level indicated on their report cards (as opposed to ‘AAP’) –the latter had been causing visa issues for some of our non-Thai students. Finally, students move to other schools that offer integrated support.
- Within the mainstream elementary school, ESL support is provided in our elementary program in the form of classes streamed by level from grades 3-to 5. Intervention services for English Language Arts, primarily reading, are provided by the Learning Support Specialist. Effectiveness is measured by consistently high (exceeding US averages) standardized test scores (MAP) and students regularly transferring from these support services back into homeroom ELA classes.
- ESL support in middle school sees a further ‘support section’ being incorporated into grades 6, 7, and 8 for all of the core subjects. This means that English Language Arts, General Science, Social Science, and Mathematics are streamed across A, B, and C section (support) classes. Effectiveness is measured by consistently high (exceeding US averages) standardized test scores (MAP) and students passing core subject content on their report cards.
- ESL support in high school sees all core subjects streamed across three sections of the core-subject areas). Again, effectiveness is measured by consistently high (exceeding US averages) standardized test scores (MAP), as well as students passing core subject content, satisfying graduation requirements, and being accepted into universities and colleges all over the world.
- Plans to expand support would be contingent on an increase in student enrollment.
- At the beginning of the 2021-22 Academic Year, an additional ‘support’ section was added to grade 6 due to the low literacy level of students. **IN PROCESS** ▾

Goal 5: Assessment

Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development

Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
5.1 Monitor the assessment of curriculum standards schoolwide through Rubicon reporting and teacher evidence of student learning.	Middle & High School Coordinators Assessment, Reporting and Accountability Panel	June 2023 Check evidence each quarter	Rubicon Atlas Mapping Data PowerSchool Curriculum Maps WASC Evidence Quarterly Check
5.2 Set expectations for teachers to engage students in peer evaluation, self-assessment, and reflection	Assessment, Reporting and Accountability Panel	June 2023	MS/HS ePortfolios Assessment Policy Draft
5.3 Review, revise, and implement a Schoolwide Assessment Policy	Assessment, Reporting, and Accountability Panel	June 2023	Assessment Policy Outline Assessment Policy Draft
5.4 Develop a system which tracks student development of writing skills from grade-to-grade	Department Leaders All Teachers	June 2023	6+1 Writing Traits Rubrics - Elementary MS/HS ePortfolios
5.5 Provide professional development opportunities for formative & summative assessment practices	Professional Development Committee All Teachers Assessment, Reporting and Accountability Panel	June 2023	Professional Development Committee Annual Report ESGI Adoption and Training for ECC Evidence 1 Evidence 2 Evidence 3

5.6 Cultivate greater interdepartmental and schoolwide collaboration in assessment practices	Department Leaders All teachers	June 2023	Rubicon Atlas Mapping Data Teacher Evidence Assessment Policy Draft IXL data- Grade 1-12 (math and language)
5.7 Expand use of standards-based reporting in the Elementary Department	Department Leaders All teachers Assessment, Reporting and Accountability Panel	June 2023	Rubicon Atlas Mapping Data PowerSchool
5.8 Develop systems and procedures for analyzing data and utilizing the data to ensure instructional improvement	Middle & High School Coordinators Jordan Weight All Teachers	June 2023	MAP Data PowerSchool

Findings

5.1 Monitor the assessment of curriculum standards schoolwide through Rubicon reporting

The Middle and High School Coordinators are responsible for monitoring the assessment of curriculum standards schoolwide through [Rubicon Atlas](#) reporting. Teachers are expected to have all their units of study on Rubicon. The Rubicon Atlas site will then create curriculum calendars that outline what teachers will be teaching and when. By engaging in the Understanding by Design (UBD) approach, teachers are expected to know curriculum standards and how they will assess students before planning their lessons/activities.

In addition, the assessment, reporting, and accountability panel has been given the responsibility to check that teachers have submitted their evidence for student learning. Each quarter, the panel divides the subjects among teachers and uses the [WASC Student Evidence Template](#) their evidence. This process has taken most of the panel's meeting times each week. Each time, we reflect on the process and improve upon it. **ONGOING** ▾

5.2 Set expectations for teachers to engage students in peer evaluation, self-assessment, and reflection

In the [assessment policy draft](#), we have included a section on the expectation for teachers to engage students in peer evaluations, self-assessment, and reflection. This practice can be observed by the principal when observing teachers in the classroom. Department leaders are able to assist teachers who need help integrating this assessment practice into their instruction. [research-based articles](#) are used to support the reasoning behind this practice. **ONGOING** ▾

5.3 Review, revise, and implement a Schoolwide Assessment Policy

The assessment panel has been working on developing a school-wide assessment policy for teachers. Teachers collaborated adding information for the assessment policy in a [shared document](#). The original outline was completed during the 2021/22 academic year and is currently in a draft format submitted to the Principal (as of June 2, 2022). **ONGOING** -

5.4 Develop a system that tracks student development of writing skills from grade to grade

The [6 Traits Writing rubrics](#) are used to track students' development of writing skills in elementary. The 6-Traits Writing rubric is used to monitor growth and progress while allowing easy transition from one grade to the next. During the 2020-21 academic year ELA department [created a common rubric](#) for all ELA teachers in middle and high school to use. It is adapted from the 6 +1 Writing Traits rubric which students are already familiar with from elementary school. It is designed to provide in grade, horizontal and through grade, vertical, alignment, and consistency. This is especially important where grades in the lower middle school (G6 & G7) are often taught by different teachers. ELA teachers are working to ensure that assessment and grading properly align with grade expectations (what students should be able to demonstrate and know at each grade), as described in the US Common Core Standards so that students are assessed fairly at each stage of their school progression. **ONGOING** -

5.5 Provide professional development opportunities for formative & summative assessment practices

The Professional Development (PD) Panel has created a [PD website](#) to simplify the process of getting access to PDs for all teachers including the readily available PD request form and an example of the completed form. Due to COVID-19, onsite PD opportunities have been limited. However, the PD panel has gathered many virtual PD opportunities for teachers. ECC adopted a new assessment tool called Educational Software for Guiding Instruction in which the teachers all took professional development courses during the last school year. The [professional development](#) committee [surveyed](#) teachers to ascertain the professional development opportunities teachers are most interested in including assessment. **IN PROCESS** -

5.6 Cultivate greater interdepartmental and schoolwide collaboration in assessment practices

Departments are creating assessment policies for each school. ECC adopted a new assessment tool called [Educational Software for Guiding Instruction or ESGI](#), a standards-based, ongoing assessment tool and database. Elementary is developing grade-level assessments in each subject that correlate to common core standards as applicable. **IN PROCESS** -

5.7 Expand the use of standards-based reporting in the Elementary Department

The elementary school revised the report cards in the 2020/21 academic year. Teachers have agreed to use summative assessments to determine students' current levels. Grades 3, 4, and 5 have added a separate grade to show students' performance on classwork and projects. Teachers write comments for each subject area to provide parents with more specific feedback. A [Student Comment Guide](#) is also used to standardize report card comments. **COMPLETED** -

5.8 Develop systems and procedures for analyzing data and utilizing the data to ensure instructional improvement

Grade level teachers developed curriculum maps through [Rubicon Atlas](#). Grade levels worked together to develop standardized assessments. ECC integrated an assessment tool ([ESGI](#)), and Elementary standardized the writing rubric (6-traits), grade level math assessments, and Reading A-Z assessments. ELA Teachers in middle school and high school standardized a [common rubric](#). In addition, data from MAP testing, entrance exams, and PowerSchool is used to inform student groupings. **IN PROCESS** -

Goal 6: Professional Development			
Develop a long-range school-wide Professional Development Plan which establishes systems, structures, and methods that facilitate school improvement			
Task	Responsible Person(s) Involved	Target Date	Progress Assessment Evidence
6.1 Develop and implement a long-range Professional Development Plan which focuses on identified critical learner needs	Administration Department Leaders PD Panel	June 2020 <i>*update - June 2022</i>	Long Term Professional Development Plan
6.2 Implement a fair and responsive application process, and equity of distribution	Administration Department Leaders PD Panel	June 2020 <i>*update - June 2022</i>	PD Application Process Professional Development Budget (2021)
6.3 Establish a follow-up system that monitors, archives, and assesses the impact of Professional Development on student learning	Administration Department Leaders PD Panel	June 2020 <i>*update - June 2022</i>	Assessment Data PD Achieve

Realizing that the PD Panel would not be able to meet the target dates noted above, the panel members unanimously chose to extend the due date to June 2022 for task 6.1, and June 2021 for tasks 6.2 and 6.3 to ensure the development of a long-range, equitable, and accountable PD plan.

Findings

6.1 Develop and implement a long-range Professional Development Plan which focuses on identifying critical learner needs

Required PD for new teachers joining the NIS faculty such as Child Protection, PowerSchool, and Rubicon during staff development week will be reimplemented in the 2022/23 academic year. The PD Panel acknowledges that a long-range PD plan is dependent on all departments and their respective teachers using academic data derived from MAP testing outcomes as well as other reliable assessment

information to identify specific curriculum, instructional, and assessment needs that can be supported by the appropriate professional development workshops, seminars, and conferences.

In order to determine teachers' PD needs, a schoolwide survey was distributed via email to teachers. The survey can be [found here](#) and the survey responses can be [found here](#). In summary, the PD Panel received 25 responses. 43.5% of teachers responded that they would mostly be interested in specific subject training, 39% of teachers acknowledged they were mostly interested in PD that supported them in improving their differentiated teaching skills, and almost 35% of teachers responded that they were most interested in learning strategies on how to engage their students. The survey also showed that 60% of teachers would find peer observation helpful. Department leaders also met with their teams and discussed which two specific areas they would benefit from participating in professional development. The feedback from each department can be found [here](#). The professional development panel will research appropriate upcoming training available in 2022/23 in order to meet each department's needs.

IN PROCESS -

6.2 Implement a fair and responsive application process and equity of distribution

In order to provide clearer instructions and “streamline” the application process the PD Panel reviewed and edited the Professional Development Application Form which can be found [here](#). In addition, a sample application – [found here](#) – was created, providing applicants with a reference on how to properly fill out each section of the application form.

When reviewing the application process, the PD Panel found a delay between the time the application was submitted and the applicant receiving a timely response. To assist in that area, a sub-panel was created to initially review the application before being presented to the full panel. This expedited the process resulting in timely feedback and a final decision. The PD Panel developed a dedicated Professional Development Website – found [here](#) – that allows applicants to find everything they need in one convenient location. The website is updated monthly and includes timely and relevant information concerning local, international, and online professional development training as well as for instructions for completing the application forms.

The PD Panel will continue to work on equity and funding by identifying the required PD training that individuals and/or departments must attend to meet instructional, curriculum, and assessment standards. Equitable funding will also be based upon past PD attendance, as well as how the knowledge acquired and skills learned can be made available to other members of the faculty. In addition, the PD Panel will consider the benefits of inviting PD Specialists for schoolwide training. **IN PROCESS** -

6.3 Establish a follow-up system that monitors, archives, and assesses the impact of Professional Development on student learning

All PD participants are required to submit a reflection, summary, and “take-a-ways” of their professional development experience and its potential impact on Instruction, curriculum, and assessment as well as other aspects of the school. This information will be presented to the teachers and staff at an appropriate time as well as be archived on the PD website for future reference. An archive page on the Professional Development website - [found here](#) - was created to organize all training notes from applicants that attended training and make them available to all faculty members for future reference. The PD website editor has the responsibility to upload these documents on the archive page in a timely manner.

To monitor that applicants are attending their paid training sessions, writing up their “take-a-ways” and sharing them with the faculty and appropriate staff members, 2 email templates were created and will be sent out 2 days prior to and 1 month after the training. Templates can be [found here](#). The 2 days prior email consists of a gentle reminder to prepare a written summary, share it, and send it to the PD panel. The 1 month after the email, requests their written summary to be submitted. In previous years, it was found that applicants were not sharing the knowledge acquired in workshops so this monitoring system will help.

PD panel members have clear and defined responsibilities - outlined [here](#) - when it comes to monitoring and archiving summaries from faculty and staff.

In order to assess the impact of Professional Development on student learning, the PD panel will monitor which teachers, grade levels, and departments attend internal training sessions created by returning applicants. During each meeting, teachers and staff will be required to sign in on an attendance form - [found here](#). **IN PROCESS** -

VC Final Report Recommendations

Indicate how the school through its action plan has accomplished each of the critical areas for follow-up that were stated in the [Visiting Committee Report](#) (06 October 2019).

1. Align the ESLOs with the Global Competencies and assess students’ achievement of the ESLOs.

Throughout the 2020/21 academic year, the Organization for Student Learning Panel reviewed the ESLOs and incorporated global competencies. In January 2020, global competencies were outlined by the school via internet research and connecting with other schools. [The following document](#) was created with reference to this information and this ‘first draft’ of NIS global competencies was incorporated into unit plan writing in Rubicon Atlas from February 2020. In April and May 2020, [global competencies identified in the new 2020 ACS WASC manual](#) were incorporated into a [final version of NIS global competencies](#). During semester 2 of the 2020/21 academic year, ESLO prompts were broken down into essential elements, linked to the final version of NIS global competencies, and then connected to the classroom. These combined prompts can be seen [here](#). The initial plan was to present this progress to the faculty during staff development week at the beginning of the 2021/22 academic year in the form of a workshop. However, this was canceled due to the COVID wave in the summer of 2021 and starting the academic year online.

In the 2021/22 academic year, the panel has focussed its efforts on the continual refinement of the ESLOs. This has included the incorporation of global competencies and adding essential elements, student connections, classroom connections, and observable elements. The latter quarters of the 2021/22 academic year was a targeted effort to provide objective, explicit, and tangible ways for teachers to assess the ESLOs on a quarterly basis (see task 2.4 and 2.5). Due to the uncertainty of the academic year with online and in-person instruction, the revised target date for presenting the newly drafted ESLOs is August 2022.

2. Develop and implement an ongoing process for the periodic review and refinement of the NIS vision and mission statements as well as the ESLOs.

As the 2021/22 academic year has focussed more on refinement and assessment practices of the ESLOs, this task has not been prioritized. Upon the refined ESLOs being presented to the faculty in August 2022, the process of developing an ongoing process for periodic review will be established. The revised date is therefore June 2023.

3. Provide ongoing Child Protection professional development and training for all personnel and ensure the Child Protection Handbook is followed by all staff members.

In addressing the Revised Schoolwide Action Plan 2019-21, Goal 1 (1.2-1.8), the school has made significant progress in these areas. The school Well-Being Team made contact with several organizations which were able to provide effective training at the beginning of the 2020/21 academic year. This training was administered to all members of the school in multiple languages and provided a comprehensive policy for overall child safeguarding. The Well-Being Team also met regularly since the beginning of the school year in 2020-21, using data-driven processing to make the necessary decisions in order to meet the school's needs. ([The Child Protection Folder](#))

The school purchased an online training platform, in Thai and English, from Childsafeguarding.com. By May 2022, all Thai Staff and Foreign Staff had completed the Child Safeguarding Training which is valid for 2 years. Training will be offered again in the 2024 academic year, and when new faculty members join NIS.

The annual revision of the Child Protection Policy including online learning guidelines, updating new staff members and Well-being team members, was implemented at the beginning of the 2020/21 academic year. See the updated policy [here](#) and the email to update all staff [here](#).

4. Develop and implement a long-range Professional Development Plan that is congruent with the NIS Strategic Plan.

Realizing that the PD Panel would not be able to meet the target dates noted in the schoolwide action plan, the panel members unanimously chose to extend the due date to June 2022 for task 6.1, 6.2, and 6.3 to ensure the development of a long-range, equitable, and accountable PD plan. The PD Panel acknowledges that a long-range PD plan is dependent on all departments and their respective teachers using academic data derived from MAP testing outcomes as well as other reliable assessment data to identify specific curriculum, instructional, and assessment needs that can be supported by the appropriate professional development workshops, seminars, and conferences.

In order to determine teachers' PD needs, a schoolwide survey was distributed via email to teachers. In summary, the PD Panel received 25 responses. 43.5% of teachers responded that they would mostly be interested in specific subject training, 39% of teachers acknowledged they were mostly interested in PD that supported them in improving their differentiated teaching skills, and almost 35% of teachers responded that they were most interested in learning strategies on how to engage their students. The survey also showed that 60% of teachers would find peer observation helpful. Department leaders also met with their teams and discussed which two specific areas they would benefit from participating in professional development. The professional development panel will research appropriate upcoming training available in 2022/23 in order to meet each department's needs, and develop and implement a long-range Professional Development Plan.

5. Identify, align and institutionalize the systems, structures, and methods that facilitate school improvement focused on the quality of learning for all students.

- The [Administration](#) Team oversees the day-to-day operations of the school – a Principal, School Director, Manager, School Coordinators, and Activities Director. Each member of the administration is responsible for specific aspects of school operations. The Administration Team works collaboratively with the governing board for ongoing school improvement.

- Schoolwide Action Plan Panels are established to oversee and report on the progress of the Schoolwide Action Plan.
- Rubicon Atlas curriculum mapping software is utilized to establish the vertical alignment of the schoolwide curriculum and formalize the curriculum review processes to ensure improved student learning.
- The school utilizes PowerSchool as its Learning Management System (LMS) to record student data such as attendance, grades, health issues, behavior issues, and to generate report cards.
- Teachers utilize alternative Virtual Learning Environments (VLEs) (typically Class Dojo from K1-Grade 5 & Google Classroom from Grade 6-12) to communicate with students and parents on specific assignments and classroom-level announcements.
- The school has a four-member Students Support Team (SST) consisting of the Dean of Students, Elementary Learning Support Specialist, High School Academic Coordinator, and the Middle School Academic Coordinator. Next academic year, the new school counselor will be included on the team. A five-step student referral system is in place to identify and provide support to students who require academic, behavioral, and/or socio-emotional support. Teachers are regularly trained on how to navigate this student referral system. A new [SST Google Site](#) was published in August 2021.
- In order to further assist students in their transition into middle school, formally scheduled courses are in place to foster students' social-emotional wellbeing: Grade 6 - Advisory; Grade 7&8 - PSHE (Personal Social Health Education).
- NIS has a college preparatory guidance counseling program in place. This offers individualized support for all students at the teaching level of high school, in addition to formally scheduled 'College Prep' classes for grades 11 and 12 students once per cycle.
- Throughout 2020/21, the previous Head of Academic Affairs position was temporarily replaced by three Coordinators. As previously mentioned in this report, these [responsibilities](#) include High School Transcripts & Transfer Credits, Student Records – Academic & Report Cards, PowerSchool monitoring & support, MAP test scheduling, high school course catalog updates, Academic Advisor coordination, new teacher mentoring, maintaining and monitoring Rubicon Atlas, and coordinating schoolwide with regards to the Curriculum Review Cycle.

6. Complete the vertical alignment of the curriculum

NIS has established the 'Curriculum and Instruction Actional Plan Panel' with the explicit goal to establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning. The panel includes representatives from every school at NIS ([SWAPP](#)). The primary task has been to establish and oversee a [new 5-year curriculum review cycle](#).

In the 2020/2021 academic year, the panel has created and implemented a curriculum review plan for English Language Arts. The plan was designed to ensure that feedback was received from all relevant stakeholders and that the curriculum materials purchased would serve the primary goal of vertical alignment. As of March 2021, the initial stages of the plan have been completed and the panel is awaiting the delivery of purchased materials. Some of these materials such as the new reading curriculum "[Making Meaning](#)" for the elementary school arrived in March 2022. In March 2022, the Social Science department initiated its curriculum review progress and is currently reviewing materials for purchase in 2022/23.

7. Create a structure to allow for formalized collaboration

- Scheduled monthly department meetings are built into the NIS Events and Meetings Calendar.
- Teachers in ECC have a schedule that allows for a daily collaborative planning period.
- The elementary schedules are designed so that homeroom teachers have shared planning time with their respective grade level homeroom colleagues.
- The new advisory program (2021/22) for middle school sees all middle school advisory classes occurring at the same time once per cycle which allows for increased collaboration between faculty and students.
- The new (2021/22) rotation design in high school see a dedicated 'College Prep' block for grade 11 and 12 students once per cycle.

8. Integrate technology to further develop students' global competencies

The Technology Panel initiated the development of [AUP](#) and [Bring Your Own Laptop](#) protocols which address the integration of technology into the curriculum in the middle and high school programs. As of March 2022, a draft of the Acceptable Use Policy (AUP) has been submitted to the administration. This will be reviewed for implementation in the 2022/23 academic year. These protocols and policies are in part an update and revision to the [Educational Technology Plan Document](#). This task is still in progress with full implementation with annual reviews to be in place by August 2023.

9. Identify and/or develop comprehensive systems and procedures for analyzing data and implement these to guide teaching and learning.

- All teachers are currently developing curriculum calendars and long-term unit plans through Rubicon Atlas.
- The ECC department has been developing standardized assessments using [\(ESGI\)](#).
- The Elementary department created a standard writing rubric (6-traits), grade level math assessments, Reading A-Z assessments, and consistent rubrics for other subject areas.
- ELA teachers in middle school and high school have standardized a common rubric and use this common rubric to assess students via [MS/HS e-portfolios](#).

10. Build teachers' understanding of how to support ESL students in both the AAP and international Programs.

The Academic Access Program (AAP) was discontinued at the beginning of the 2021-22 academic year due to student enrollment. AAP was a sheltered immersion program for students to improve their English language speaking, listening, reading, and writing skills. Students who meet English language proficiency standards transferred to the mainstream elementary program on a semesterly basis. As previously mentioned in this report, the program had received a steady decline in recent months due to parents concerned with the 'stigma' of being enrolled in a support program. Other schools had already adopted an 'integrated support model' where one homeroom of a particular grade level was 'at grade level', and the other was a 'support section'. This model saw those students in the support class feeling more integrated into the grade level, attending all 'specials' classes with their grade level cohort, and having their actual grade level indicated on their report cards (as opposed to 'AAP') – the latter had been causing visa issues for some of our non-Thai students. As a result, students enrolled in the NIS AAP were electing to move to other schools which offered this integrated support model.

Within the mainstream elementary school, ESL support is provided in our elementary program in the form of classes streamed by level for grade 5. Intervention services for English Language Arts, primarily reading, are provided by the Learning Support Specialist. As previously mentioned in this report, NIS is in the process of discussing an [integrated support](#) model in order to grow our elementary and increase our enrollment. This decision is designed to address the issue highlighted above, as well as focus on the

higher-level learners and create a vigorous program for higher-level learners, at the same time giving support to lower-level learners.

ESL support in middle school sees a further 'support section' being incorporated into grades 6, 7, and 8 for all of the core subjects. This sees English Language Arts, General Science, Social Science, and Mathematics streamed across A, B, and C section (support) classes. Effectiveness is measured by consistently high (exceeding US averages) standardized test scores (MAP) and students passing core subject content on their report cards.

ESL support in high school sees all core subjects streamed across three sections similar to middle school. Effectiveness is measured by consistently high (exceeding US averages) standardized test scores (MAP) and students passing core subject content and satisfying graduation requirements.

The current model for offering literacy support to NIS students is effective across all grade levels as demonstrated by student achievement data. Plans to expand support would be contingent on an increase in student numbers and a potential shift in demographic to lower literacy learners. There is no need for this given our current enrollment. Future plans with an increased enrollment may include expanding support sections or hiring more learning support staff to offer targeted 'push-in/ pull-out services.

11. Revisit the school's Teacher Retention policies and processes to help ensure continuity in staffing, programs and the overall quality of education NIS provides to students.

Teacher concerns are being addressed via the teacher representative. The teacher representative completed a [Provident Fund](#) proposal which was submitted to the administration team in March 2021. The teacher [contracts](#) for the 2021/22 academic year were updated to better reflect the teacher's responsibilities and expectations. Previously all full-time NIS teachers and instructional staff received basic medical coverage. However, some employees opted for a more comprehensive health package with an "out of pocket" expense of 6,100 THB per year. The Board approved paying the cost of these additional [health benefits](#) for veteran teachers with a minimum of 6 years of service at NIS. The school also provides teachers comprehensive coverage should a teacher contract COVID-19. Teachers also benefit from a limited dental plan which provides basic services such as cleaning and checkups. The school has also provided financial assistance in the form of interest-free loans for multiple reasons which may include health, education, or emergencies.

The Visiting Committee 2019 Additional Suggestions:

Maintain a commitment to a continuous school improvement process

- The [Ms. Kris Pavilion](#), named after our school's former director Kritshya "Ms. Kris" Yimparsert who passed away in May 2017, is a multi-use outdoor sports facility and was completed in 2020.
- Separate students' and adults' [restroom](#) facilities were constructed in congruence with the pavilion.
- The fitness room was modernized in November 2019 with a new foam floor, 2 squat racks (with pull-up bars), 1 Olympic bench press, weight plates, additional dumbbells, an EZ curl bar, and a trap bar.
- Additional handwashing [stations](#) were constructed around campus and electronic gates were installed on the rear pick up/drop off the entrance in June 2020.
- Morning temperature checks are given to all students and staff before they [enter the campus by the school's nurses](#).
- An additional nurse room was opened adjacent to the C building in 2021.
- An additional security guard was hired permanently for the 2020/21 academic year.
- A [library](#) improvement plan was initiated at the beginning of 2021. This also involved the creation of a [website](#) to house all library improvement-based ideas. This was confirmed towards the end of the 2021/22 academic year with the investment in the school libraries, as well as the relocation of

the elementary library ([Library & Literacy Investment Announcement](#)). In addition, [classroom libraries](#) were purchased for each grade level of elementary school.

- Additional playground equipment was purchased for the Elementary school and the grounds were improved with artificial turf.
- Additional seating was created on the football field.
- Additional seating was constructed outside the Stallions coffee shop for increased parent visit opportunities.
- The Media Production Center (MPC) was an opportunity to repurpose the small computer lab in Building C when the BYOL policy was initiated. The purpose of the room is to create a small video production studio where students and teachers can create media projects for the learning process.
- The school purchased an external boom microphone and three digital lights for the Media Production Center.
- All teachers were provided with HD webcams, USB extension cables, cord organizers boxes, and a 2-meter camera tripod.
- Safety air pollution [protocols](#) are established and implemented in order to reduce health risks due to poor air quality during the smoke season.
- The [Clean air space project](#) in conjunction with Energy Research and Development Institute Chiang Mai University (ERDI-CMU) was initiated in March 2021.
- High School Computer Science purchased a 3D printer in March 2020. The following year, 3D classes were taught but due to COVID, no 3D printer projects were realized. In 2022, actual 3D student projects were printed. Future plans include integrating 3D design in Middle School. AP Computer Science created a [3D Printing Guide website](#) for all stakeholders to set up and print.

Establish sustainable structures for collaboration and data analysis with a focus on improving student outcomes

A shared folder for school-wide achievement data was created in 2016 to house yearly data collection on student assessment outcomes and achievement. The data points being tracked and collected include

- [NWEA MAP](#) - Individual student growth reports and grade level RIT reports are used to track each student's progress and analyze grade level growth over each semester.
- [Advanced Placement](#) - Annual summary scores are collated in order to analyze trends each year.
- [Grade Point Average](#) (GPA) - Individual student GPA scores are tracked each semester over the course of each academic year.
- [Elementary Assessment](#) - Elementary has a collaborative folder that houses all student progress data for Reading A-Z Running Records and Words Their Way Spelling Inventories. This folder also contains all Grade Level Writing Rubrics, Grade Level Listening & Speaking Rubrics, and Proficiency Scales for Reading & Language.
- [Early Childhood Center \(ECC\)](#) - ECC has a collaborative folder that houses assessment summaries and data for each content area.

Establish clearly identified roles and responsibilities for individuals involved in the implementation of initiatives

The updated Admin and Leadership team responsibilities [documents](#) were shared with stakeholders at the beginning of the 2021/22 academic year. The schoolwide action plan was also improved to include specifically who was responsible for implementing school-wide initiatives.

Provide regular progress checks for each of the initiatives outlined in the action plan

For the 2020/21 academic year, the schoolwide Focus Groups merged with schoolwide committees to create eight new 'Schoolwide Action Plan Panels' (SWAPP). This initiative not only allowed for SWAPPs to meet more often, but also enabled all teachers to be a part of the schoolwide action plan. During monthly [SWAPP](#) meetings, the panels collect evidence and monitor and report findings on the current Schoolwide Action Plan. Completion dates for report findings are established by the WASC panel and disseminated to teachers via emails and faculty meetings. [Evidence collection](#) (student achievement) is checked quarterly by the Assessment Panel. There are monthly department and Leadership Team meetings, Coordinators meet regularly throughout the academic year, and the Governing Board participates in bi-annual meetings.

Keep a long-term focus when planning

NIS will consider aligning the schoolwide action plan with the longer-term strategic planning related to financial planning and school marketing in 2022/23. Now that the reactive nature of the COVID pandemic is behind us, the school will look at establishing a long-term strategic plan in line with SWAPP annual reflections.

Intended Next Steps:

The integration of the WASC focus groups with schoolwide committees aligned with the schoolwide action plan points

Our school's WASC focus groups [combined](#) with schoolwide committees to create eight new [Schoolwide Action Plan Panels](#). During monthly meetings, the panels collect evidence and monitor and report findings on the current Schoolwide Action Plan.

Expecting people to remain on committees over a longer period of time to ensure continuity

Initially, in order to ensure balanced representation of all grades and programs and sustain leadership continuity, the school assigned all teachers and staff to specific Schoolwide Action Plan Panels. The School assigned people to panels according to their strengths and experiences in past WASC Focus Groups and schoolwide committees. These eight new panels were created with our priority being the completion of the school's Schoolwide Action Plan Goals. Teachers are encouraged to remain members of a panel until the completion of the mid-cycle visit in 2023.

Updating the action plan to improve clarity, ensure regular progress checks, and identify responsible individuals

In addition to monthly SWAPP meetings, SWAPP Panels completed a [SWAPP Panel Reflection](#) at the end of each academic year to identify areas of growth in their panel and provide information, evidence, and suggestions to update and improve the Schoolwide Action Plan.

Editing and updating the action plan within 4-6 weeks after the visit

[Revisions](#) to the Schoolwide Action Plan were completed and sent to [ACS WASC](#) in November 2019.

Reviewing the leadership structure to include coordinator roles and possibly extend formal teacher leadership opportunities to respond to the evolving needs of the school

The Admin and Leadership team responsibilities [document](#) was completed and shared with stakeholders at the beginning of the 2021-22 academic year. This document is revised annually and presented at faculty orientation week.

Retaining key individuals in leadership to enable sustainable transitions in the future

This 2020/21 academic year, the Head of Academic Affairs (HAA) stepped into the role of Assistant Principal in preparation for assuming the Principal position in August 2021. Three coordinators/Teachers on Special Assignment positions were temporarily created to take over the previous responsibilities of the HAA. These [responsibilities](#) included High School Transcripts & Transfer Credits (with Assistant Principal & Registrar), Student Records – Academic & Report Cards, PowerSchool Monitoring & Support, High School Course Catalog updates & Elective Fair, Academic Advisor Coordinator, New Teacher Mentoring, Maintaining monitoring Rubicon Atlas, coordinate with departments during their Curriculum Review Cycle, and, MAP Test Scheduling. The Administration and leadership team responsibility [document](#) 2021/22 details the responsibilities of the principal, director, manager, athletic director, department leaders, coordinators, chairs, school registrar, ICT supervisor, PR, and admissions supervisor.

Evidence of Progress

Cites evidence, including how progress in each area has impacted the accomplishment of one or more expected schoolwide learning results.

MAP Data

NIS uses NWEA™ (Northwest Evaluation Association) MAP testing to measure student growth and achievement in kindergarten to grade 11. MAP testing is administered three times throughout the academic year at the ECC, AAP, Elementary, and Middle School levels (Fall, Winter, & Spring). High School students sit MAP testing twice a year (Fall & Spring). Students sit tests in accordance with the table below:

Grade	Freq /Yr	Math	Reading	Language	Science
K3	3	MAP: Math Primary Grades	MAP: Reading Primary Grades		
Grade 1	3				
Grade 2	3				
Grade 3	3	MAP: Math 2-5 Common Core	MAP: Reading 2-5 Common Core	MAP: Language 2-12 Common Core	MAP: Science 3-5
Grade 4	3				
Grade 5	3				
Grade 6	3	MAP: Math 6+ Common Core	MAP: Reading 6+ Common Core	MAP: Language 2-12 Common Core	MAP: Science 6-8
Grade 7	3				
Grade 8	3				
Grade 9	2	Math 6+ Common Core	MAP: Reading 6+ Common Core	MAP: Language 2-12 Common Core	
Grade 10	2				
Grade 11	2				

Student Achievement & Growth -

Below is a data comparison showing annual growth from Fall 2018 to Spring 2019, and a US-norm comparison for the most recent complete school-wide testing window.

NIS does not have testing data for Spring 2020, Spring 2021, or Fall 2021 due to the Covid-19 school closure. Therefore, there is no comparative data for Fall 2019 to Spring 2020 school year or Fall 2020 to Spring 2021.

Reading											
Grade	1	2	3	4	5	6	7	8	9	10	11
US Average RIT End of Instructional Year	177	188	198	205	211	215	218	220	221	221	222
NIS Average RIT (Fall 2018)	159	182	186	196	204	214	215	219	222	225	230
NIS Average RIT (Spring 2019)	182	194	200	209	214	218	219	225	227	228	232
NIS Fall to Spring Growth %	13%	6%	7%	6%	5%	2%	2%	3%	2%	1%	1%

Math											
Grade	1	2	3	4	5	6	7	8	9	10	11
US Average RIT End of Instructional Year	180	192	203	213	221	225	228	230	233	232	235
NIS Average RIT (Fall 2018)	164	197	194	207	221	221	229	232	242	251	261
NIS Average RIT (Spring 2019)	195	216	208	220	230	226	234	237	245	254	262
NIS Fall to Spring (Growth %)	19%	10%	7%	6%	4%	2%	2%	2%	1%	1%	0.4%

Language Usage									
Grade	3	4	5	6	7	8	9	10	11
US Average RIT End of Instructional Year	200	206	211	215	217	219	220	220	222
NIS Average RIT (Fall 2018)	191	201	209	214	217	221	221	223	229
NIS Average RIT (Spring 2019)	203	212	216	218	219	222	225	228	231
NIS Fall to Spring (Growth %)	6%	5%	3%	2%	1%	0%	2%	2%	1%

Science						
Grade	3	4	5	6	7	8
US Average RIT End of Instructional Year	195	201	205	208	210	213
NIS Average RIT (Fall 2018)	192	200	200	208	207	215
NIS Average RIT (Spring 2019)	201	208	208	213	213	218
NIS Fall to Spring (Growth %)	5%	4%	4%	2%	3%	1%

Student Achievement & Growth Summary

NIS does not have testing data for Spring 2020, Spring 2021, or Fall 2021 due to the Covid-19 school closure. Therefore, there is no comparative data for the Fall 2019 to Spring 2020 school year or Fall 2020 to Spring 2021.

NIS 2018-2019 Fall to Spring MAP Growth Percentages Vs. U.S. Norms								
Grade	Reading		Mathematics		Language Usage		Science	
	US Norm	NIS	US Norm	NIS	US Norm	NIS	US Norm	NIS
1	11%	13%	10%	16%	N/A	N/A	N/A	N/A
2	7%	6%	8%	10%	N/A	N/A	N/A	N/A
3	5%	7%	6%	7%	5%	6%	4%	4%
4	4%	6%	5%	6%	4%	5%	3%	4%
5	3%	5%	5%	4%	3%	3%	3%	4%
6	2%	2%	3%	2%	2%	2%	2%	2%
7	2%	2%	3%	2%	2%	1%	2%	3%
8	1%	3%	2%	2%	1%	0%	1%	1%
9	1%	2%	1%	1%	1%	2%	N/A	N/A
10	0%	1%	1%	1%	1%	2%	N/A	N/A
11	0%	1%	1%	0%	0%	2%	N/A	N/A

MAP Data Summary - Student Achievement & Growth:

The end of year NIS average RIT scores exceed the end of instructional year US average RIT scores in all content areas. With reference to the summary table above, schoolwide MAP data show significant improvement in all content areas across the grade levels and is comparable to US normative growth.

MAP Highlights - Student Achievement & Growth:

- Grade 2 Mathematics average RIT Score in Spring 2019 was 24 points higher than the US end of year average.
- Grade 1 Mathematics average RIT score growth from Fall 2018 to Spring 2019 increased by 16%.
- End-of-year instructional RIT scores in High School Mathematics (Grade 9-10-11) are considerably higher than US averages.
- Growth percentages in all content areas were positive.

Map Student Proficiency

MAP data also provides information on student proficiency in each content area.

[Fall 2020 RIT PROFICIENCY](#)

Schoolwide Student Proficiency Percentages - Fall 2020			
	Low (At Risk)	Average (Meets Expectations)	High (Exceeds Expectations)
Mathematics	9%	48%	43%
Reading	26%	53%	21%
Language	16%	59%	25%
Science	11%	51%	38%

[Winter 2021 RIT PROFICIENCY](#)

Schoolwide Student Proficiency Percentages - Winter 2021		
	Low (At Risk)	Meeting or Exceeding
Mathematics	27%	73%
Reading	38%	62%
Language	32%	68%
Science	35%	65%

MAP Data Summary - Student Proficiency:

The end-of-year student proficiency percentages are impressive in all content areas. With reference to the summary table above, schoolwide proficiency data shows that a low percentage of students are classified as *low* or not meeting expectations; the majority of NIS students are *meeting* or *exceeding* expectations.

Impact Of Curriculum Initiatives On Schoolwide MAP Data:

Middle School Support: Impact on Science (Grade 6-8)

In order to support students in the middle school program with Science and Social Science, a Middle School Support position was created in order to offer a third section ('support'). This is in line with similar levels of support (three streamed sections) in English Language Arts. The school would like to observe the effect this has had on student Science MAP scores. However, as MAP Science was first administered in Spring 2018, two consecutive years of growth data do not yet exist to measure the impact of this initiative.

Words Their Way curriculum (Grade 3-5): Impact on Language Usage

Language RIT Growth Percentage Comparisons		
Grade	2017/18 Academic Year	2018/19 Academic Year
3	+5%	+6%
4	+5%	+5%
5	+3%	+3%

Data suggests that NIS growth in language exceeds US growth norms. The impact on student growth in the language of the 'Words Their Way' curriculum will continue to be measured in consecutive academic years.

Note: NIS does not have testing data for Spring 2020 or Spring 2021 due to the Covid-19 school closure. Therefore, there is no comparative data for the Fall 2019 to Spring 2020 school year or Fall 2020 to Spring 2021 school year.

Student Achievement Data

High School Grade Point Average (GPA) Data

High GPA criteria are separated into four bands:

1. **Distinguished Honors** – GPA 3.7+
2. **High Honors** – GPA 3.5-3.69
3. **Honors** – GPA 3.3-3.49
4. **Academic Probation** – GPA >2.0

GPA data for the 2018/19, 2019/2020, 2020/21, and 2011/2022 (Semester 1) academic years is presented in the following table:

		2018/19 Academic Year		2019/20 Academic Year		2020/21 Academic Year		2021/2022 Academic Year
		S1	S2	S1	S2	S1	S2	S1
G9	Student Number	35	33	24	22	25	24	40
	Distinguished Honors (%)	14 (40%)	11 (33%)	10 (42%)	12 (55%)	9 (36%)	13 (54%)	19 (48%)
	High Honors (%)	6 (17%)	6 (18%)	5 (21%)	3 (14%)	5 (20%)	5 (21%)	9 (22%)
	Honors (%)	5 (14%)	5 (15%)	5 (21%)	2 (9%)	4 (16%)	0 (0%)	3 (8%)
	Academic Probation (%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (8%)	0 (0%)
G10	Student Number	37	38	29	29	28	27	18
	Distinguished Honors (%)	8 (22%)	16 (42%)	8 (27%)	13 (45%)	13 (46%)	20 (74%)	14 (78%)
	High Honors (%)	8 (22%)	6 (16%)	7 (24%)	6 (21%)	7 (24%)	2 (7%)	1 (5%)
	Honors (%)	4 (11%)	2 (5%)	4 (14%)	4 (14%)	3 (10%)	0 (0%)	1 (5%)
	Academic Probation (%)	0 (0%)	0 (0%)	1 (3%)	1 (3%)	1 (3%)	2 (7%)	0 (0%)
G11	Student Number	28	25	32	29	30	31	26
	Distinguished Honors (%)	11 (39%)	11 (44%)	14 (44%)	18 (62%)	16 (53%)	16 (52%)	20 (77%)
	High Honors (%)	3 (11%)	2 (8%)	4 (13%)	1 (3%)	2 (6%)	4 (12%)	2 (8%)
	Honors (%)	4 (14%)	3 (12%)	2 (6%)	0 (0%)	4 (13%)	5 (16%)	0 (0%)
	Academic Probation (%)	1 (4%)	2 (8%)	0 (0%)	1 (3%)	0 (0%)	1 (3%)	2 (8%)
G12	Student Number	29	28	29	29	27	27	29
	Distinguished Honors (%)	17 (59%)	14 (50%)	16 (55%)	13 (45%)	16 (59%)	17 (63%)	19 (66%)
	High Honors (%)	6 (21%)	2 (7%)	4 (14%)	2 (7%)	0 (0%)	2 (7%)	3 (10%)
	Honors (%)	3 (10%)	5 (18%)	1 (3%)	2 (7%)	4 (14%)	2 (7%)	1 (3%)
	Academic Probation (%)	1 (3%)	0 (0%)	0 (0%)	3 (10%)	0 (0%)	1 (4%)	2 (7%)

GPA data suggests that the percentage of students achieving Distinguished Honors tends to increase as students move up the High School grade levels. Moreover, students on Academic Probation tend to decrease.

SAT Data (Scholastic Aptitude Test)

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. NIS has been providing support for students' readiness to take the SAT in grade 11/12 by 1) offering the PSAT as early as grade 8, 2) making available weekend SAT classes for students pre-COVID-19, and, 3) currently working on revamping the math and science curriculum which will allow for the SAT math content to be taught as early as grade 7. Our students have submitted their SAT scores for many reasons, such as for college admissions as well as scholarship opportunities.

The SAT data has been used in the school's daily operations to help support the students' strengths and foster their areas of growth. For example, the math courses in middle and high school were divided into different streams to accommodate all learners to help support math skills. Moreover, the English department in high school has integrated a writing class to supplement ELA classes. These classes are meant to scaffold students not to take the SATs, but to provide students with the necessary skills to succeed if they decide to take on the SAT examinations.

[2020 SAT](#)

[2021 SAT](#)

[2022 SAT](#)

PSAT 8/9 & PSAT 10 Data (Preliminary Scholastic Aptitude Test)

Preliminary Scholastic Assessment Test (PSAT)- NIS has three testing dates per academic year since the program was implemented in 2017. This is in accordance with the College Board, which stipulates two testing dates per year for PSAT 8/9 and one testing date per year for PSAT 10. In 2020, NIS has 7 students who hold US citizenship and therefore, qualify for a special PSAT testing called PSAT/NMSQT (National Merit Scholarship Qualifying Test)- the first to be offered at NIS based on student demographic needs. The PSAT/NMSQT is the exact same test as the PSAT 10—except that a sufficiently high score on the PSAT/NMSQT can qualify a US student for a National Merit Scholarship. The PSAT allows students to familiarize themselves with the structure, types of questions, and preparation for the SAT as well as linking their PSAT results to Khan Academy which will provide individualized support in the areas of concerns identified by the PSAT results.

[2019 PSAT 8/9 Results](#)

[2020 PSAT 8/9 Results](#)

[2021 PSAT 8/9 Results](#)

[2022 PSAT 8/9 Results](#)

[2019 PSAT 10 Results](#)

[2020 PSAT 10 Results](#)

[2021 PSAT 10 Results](#)

[2022 PSAT 10 Results](#)

[2020 PSAT/NMSQT](#)

Graduation Rates, University Acceptance & Scholarships Data

University acceptance rates and scholarships awarded:

Total Number of Grade 12 Students per year	Academic Year 2014/15 (23 Students)	Academic Year 2015/16 (23 Students)	Academic Year 2016/17 (29 Students)	Academic Year 2017/18 (20 Students)	Academic Year 2018/19 (28 Students)	Academic Year 2019/20 (27 Students)	Academic Year 2020/21 (27 Students)	Academic Year 2021/22 (27 Students)
No. of Graduates	96% 22 Students	100% 23 Students	100% 29 Students	100% 20 Students	100% 28 Students	100% 27 Students	100% 27 Students	100% 28 Students
University Acceptance Rates	87%	87%	89%	90%	93%	88%	85%*	100%
Scholarships Awarded (per year with renewal options)	\$8,000-\$80,000	\$8,000-\$24,000	\$9,000-\$34,000	\$4,000-\$55,000	\$6,000-\$64,000	\$3,000-\$72,000	\$3,000-\$38,000	\$3,000-\$85,000

*Lower than usual acceptance rate due to four students taking a gap year as a result of the pandemic.

There were changes in the College Counseling Team in the academic year of 2021/22. Ms. Carole Ketnourath, NIS Activities Director, assumed the role of College Counselor and has worked closely with all the seniors in preparing and submitting their applications. As an extra incentive to achieve academic and all-around excellence, the following [graduation awards](#) are awarded to graduating seniors at each graduation ceremony. The history and details of these graduation awards can be found in this [document](#).

This year's [Class of 2022](#) has applied and been accepted to universities around the world. As of May 1, 2022:

- 25 of the 28 seniors have been accepted to at least one university, while the remaining 3 students are still in the process of preparing their applications.
- 13 students received scholarship offers
- A total of 28 scholarships were offered (some students received more than one offer)
- All 28 seniors plan to attend university in the Fall of 2022

Advanced Placement (AP) Data

The AP program is administered by the College Board to promote college readiness. The AP courses and exam scores are objective measures to assess high school students and permit them to bypass, and in some cases gain credit for, introductory college courses. The external exams are given in May of each year with the scores released in July of the same year. The AP exams are a recognized standard across the world and an integral part of the admissions decisions for many colleges and universities.

The AP courses at NIS are designed to be equivalent to general introductory college courses with respect to the range and depth of topics covered, the kinds of textbooks used, the kinds of laboratory work done by students, and the time and effort required of students. To support our students' efforts for tertiary education, NIS has not only added more AP classes in response to students' needs but has also adjusted the timeframe in which students can take the AP courses of their choice earlier than grades 11 and 12. Independently supported AP classes are also supported by our staff as students have taken the external AP examinations without taking formal AP classes in school. AP courses at NIS have always been focused on math and science courses. In recognition that many students have expressed interest in social science, many AP classes were added to reflect those needs such as AP Computer Science Principles and AP Capstone. Since 2016, our AP programs have made tremendous progress. There's

been an increase in the number of students taking the AP exams, the number of exams taken by each student, and of the passing scores for the AP examinations ([5-year AP data](#)).

The growth for the AP program at NIS is as follows:

1. In 2017, AP Computer Science Principles was added
2. In 2018, AP Capstone (Seminar and Research) was added.
3. In 2019, AP World History was added.
4. In 2020, AP Comparative Government was added.
5. In 2021, a pathway for Math and Science courses was revised with the rationale of providing capable students the opportunity to take AP math and science courses earlier than their 11th and 12th-grade year.

Further growth in AP Scholar Awards for the:

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams.
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
- **AP Seminar and Research Certificate:** Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

2017/2018 Academic Year

Scholar Summary (Total Scholars: 7; Average Score: 3.94)

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	2	4	1
Average Score	3.20	4.29	4.17

2018/2019 Academic Year

Scholar Summary (Total Scholars: 7; Average Score: 3.94)

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	2	2	3
Average Score	3.40	3.70	4.26

2019/2020 Academic Year

Scholar Summary (Total Scholars: 17; Average Score: 3.68)

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Seminar and Research Certificate
Number of Scholars	6	7	3	3
Average Score	3.00	3.93	4.11	3.77

2020/2021 Academic Year

Scholar Summary (Total Scholars: 14; Average Score: 3.89)

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Capstone Diploma	AP Seminar and Research Certificate
Number of Scholars	2	5	6	2	2
Average Score	3.13	3.90	4.05	4.00	3.67

Mangahigh Data → Transition to IXL Program

At the beginning of the 2020-2021 school year, the school purchased IXL Learning, a subscription-based learning platform. Elementary teachers discontinued their subscription to Mangahigh to use IXL. Due to being online and in-person throughout the year, there is currently no formal data collection policy for IXL. At the present time, teachers decide how to use IXL to best support their students. Teachers will continue to monitor the effectiveness of IXL Learning in Grades 1-12. The school is also looking to standardize the multiple diagnostic assessments available to teachers so as to provide useful schoolwide data. The school recognizes this is an area of growth.

Reading A-Z Data

The Reading A-Z reading assessment was implemented Elementary-wide in 2014. It is currently used as a formative assessment to determine student reading levels. Electronic data collection and archiving began in 2016. All data for each grade level is housed in a [Running Records Spreadsheet](#) and used for progress monitoring of individual students reading progress. Grade level standards are based upon US norms determined by Learning A-Z. [Reading A-Z Reading Levels](#). Students are tested at the beginning of the academic year and at the end of each quarter totaling 5 times per year.

The data in the chart below compares the number of reading levels a student is expected to grow to that of NIS students, on average, in 1 year. Due to Covid-19 restrictions, teachers were unable to test students' reading levels using the Reading A-Z reading assessment in the Spring of 2020. Therefore, there is no comparative data for the 2019-2020 school year.

Grade Level	August 2016 - May 2017	August 2017 - May 2018	August 2018 - May 2019	August 2020 - May 2021	August 2021 - May 2022
1	Expected growth: 6 Average growth: 7	Expected growth: 6 Average growth: 6.5	Expected growth: 6 Average growth: 8.3	Expected growth: 6 Average growth: 6.7	Expected growth: 6 Average growth: 7.9
2	Expected growth: 5 Average growth: 6.4	Expected growth: 5 Average growth: 6.6	Expected growth: 5 Average growth: 6.0	Expected growth: 5 Average growth: 6.7	Expected growth: 5 Average growth: 6.6
3	Expected growth: 4 Average growth: 3.0	Expected growth: 4 Average growth: 3.5	Expected growth: 4 Average growth: 3.2	Expected growth: 4 Average growth: 4.95	Expected growth: 4 Average growth: 3
4	Expected growth: 3 Average growth: 2.7	Expected growth: 3 Average growth: 2.7	Expected growth: 3 Average growth: 3.1	Expected growth: 3 Average growth: 4.3	Expected growth: 3 Average growth: 3.7
5	Expected growth: 3 Average growth: 2.9	Expected growth: 3 Average growth: 1.9	Expected growth: 3 Average growth: 3.5	Expected growth: 3 Average growth: 4.4	Expected growth: 3 Average growth: 1.9

Raz-Kids Data

Raz-Kids, the student website portion of Reading A-Z, was implemented Elementary-wide in 2016/17. Raz-Kids tracks students' reading practice and comprehension skills aligned with Common Core reading standards. Data from Raz-Kids is currently being archived. This data can only be accessed online via the teacher portal.

Words Their Way Data

Words Their Way is a differentiated spelling curriculum piloted Elementary-wide during the 2017/18 academic year. [Data](#) is derived from summative quarterly spelling inventories and data is used to place students in appropriate spelling chapters and to track student progress throughout each academic year. The curriculum is divided into chapters that correlate to grade-level Common Core Language Standards. Students' progress through the curriculum and scores on summative spelling inventory assessments are used to determine their [language proficiency](#) level on quarterly academic report cards.

Progress Since the Last Interim Report

Particularly discuss progress since the last interim report. Include an explanation where no progress has been made.

School Safety

- Created a Child Protection Policy decision tree for making referrals and a Child Protection Concerns Logging Form
- A child protection training, in conjunction with The HUG Project, was given to all teachers and staff during orientation of this school year
- The school has purchased an online training platform, in Thai and English from Childsafeguarding.com
- Established procedures regarding what to do in case of suspected child abuse. These are found in the Child Protection Policy
- The School Director is a member of ISAT, International School Association Thailand, and attends regular meetings where child protection from a Thai Law standpoint is discussed
- Until the proper translation is created, the Child Protection Handbook was added to a [website](#) in order for the reader to be able to translate the information into a language of their choosing
- The school has built a new restroom and is continuing to implement a separate bathroom policy for faculty and students school-wide.
- A health class, PSHE (Personal, Social, Health Education) is being given to grades 6 to eight in the Middle School.

Organization for Student Learning

- Throughout the 2020/21 academic year, the panel reviewed the ESLOs and incorporated global competencies.
- In April and May 2020, [global competencies identified in the new 2020 ACS WASC manual](#) were incorporated into a [final version of NIS global competencies](#).
- Developing an ongoing process for periodic review will be established and projected for June 2023.
- Expectations on how teachers incorporate ESLOs inside and outside the classroom are still in development.
- Exploring professional development continues to be ongoing. The panel will continue to offer workshops to faculty during August orientation.
- Protocols for teachers to assess student achievement of ESLOs are still in development.

Technology

- The Educational Technology Plan is still in development. This task is still in progress with full implementation with annual reviews to be in place by August 2023.
- The panel will continue collecting data to align the Elementary CS&DL curriculum with the Middle & High School
- The Technology Panel created a list in 2021-22 of digital resources/subscriptions and a current list of ICT physical resources.
- The Thai Department has implemented a variety of digital resources into the Thai curriculum.
- In-person MAP training and training videos were made available to staff.
- AUP and BYOD protocols are in place. These protocols are reviewed and refined as needed or as technology evolves.

Assessment

- Currently the completion of unit plans and alignment of curriculum standards are being monitored by teachers on special assignments using Rubicon Atlas
- Expectations for peer evaluation, self-assessment, and reflection are still in development

- Schoolwide assessment policy is still in development
- Systems such as 6 traits writing rubric and eportfolios have been established to track student development
- Professional development opportunities continues to be on going
- Educational Software for Guiding Instruction (ESGI) and other ongoing assessment tools and databases are being explored
- Expanded the use of standards-based reporting in the Elementary Department
- Currently developing systems and procedures for analyzing data and utilize the data to ensure instructional improvement

Curriculum

- A UBD Review Team has been formed
- UBD Professional Development has been approved
- The Curriculum Review Subcommittee created a new 5-year Curriculum Review Cycle

Professional Development

- A long range professional development plan is still in development
- Reviewed and updated the PD application process
- A sub panel created a streamlined review process
- Developed and initiated a professional development website
- The panel will continue to address equity of PD resources
- A PD knowledge archive is currently in development

Despite COVID-19, government mandates, policy changes as a result of these mandates, intermittent school closures and reopenings for in-person learning, and a decrease in student enrollment, progress has still been made in regards to each of the VC recommendations and the tasks stated in the 2019 version of the school-wide action plan. The school continues to recognize areas of growth and will include these in the revised school-wide action plan as we move into the 2022/23 academic year. The global pandemic has posed many challenges that the school did not initially anticipate. Whilst target completion dates for some action plan items had to be rescheduled, the school was able to adapt quickly and effectively and continue to fulfill its objectives while still maintaining its educational standards. This progress is demonstrated by our student achievement data.